

THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

REPORT OF THE CONFERENCE ON ENTRANCE REQUIREMENTS IN HISTORY

*To the Executive Committee of the New England Association
of Colleges and Preparatory Schools :*

The Conference commissioned by you in February to consider the subject of requirements in history for admission to colleges and scientific schools* respectfully submits herewith its recommendations and report. An effort has been made to deal with the subject broadly, in the belief that entrance requirements, in the present state of historical study, can not be adequately treated without reference to methods of examination and instruction. For a fuller statement of many of the points touched upon herein, we refer to the report of the Conference on History, Civil Government and Political Economy† in the Report of the Committee of Ten. This Conference is in substantial agreement with the views therein expressed.

The Conference has held eight sessions, has twice met a conference committee appointed by a body of high school teachers having under consideration the arrangement of programmes in history for the secondary schools, and has freely invited suggestion and assistance from teachers.

After the first meeting Mr. Byron Groce felt obliged to resign membership in the Conference, and Miss Anna Boynton Thompson of the Thayer Academy was selected to fill the vacancy.

* To simplify the phrasing, the word "colleges" is used in most cases through the report. In the spirit of the resolutions of December, which this report follows, the recommendations include "colleges and scientific schools," and the word "colleges" is to be so understood.

† Referred to in the following pages by its full title, or as the "Madison Conference."

The Conference presents its specific recommendations in the following resolutions :

RESOLUTIONS

I. *Resolved*, That the colleges be requested to include in their requirements for admission a choice of subjects out of the following topics : *

- (1) The History of Greece, with especial reference to Greek life, literature, and art.
- (2) The History of Rome : the Republic and Empire, and Teutonic outgrowths, to 800 A. D.
- (3) German History } To be so taught as to elucidate the general move-
- (4) French History } ment of mediæval and modern history.
- (5) English History, with especial reference to social and political development.
- (6) American History, with the elements of Civil Government.†
- (7) A detailed study of a limited period, pursued in an intensive manner.‡

—any two of these topics to constitute a required subject for entrance to college. The colleges are earnestly requested to accept any additional topic or topics from the list as additional preparation for entrance or for advanced standing.

II. *Resolved*, That satisfactory written work done in the secondary school, and certified by the teacher, should constitute a considerable part of the evidence of proficiency required by the college.

III. *Resolved*, That such written work should include some practice in each of the following :

- (a) Notes and digests of the pupil's reading, outside the text-books.
- (b) Written recitations requiring the use of judgment and the application of elementary principles.
- (c) Written parallels between historical characters or periods.
- (d) Brief investigations of topics limited in scope, prepared outside the class-room, and including some use of original material.
- (e) Historical maps or charts, made from printed data and comparison of existing maps, and showing movements of exploration, migration, or conquest, territorial changes, or social phenomena.

IV. *Resolved*, That the examinations in history for entrance to college ought to be so framed as to require comparison and the use of judgment on the pupil's part, rather than the mere use of memory. The examinations should presuppose the use of good text-books, collateral reading, and prac-

* The Conference expects that for any one of the seven topics one year's work of at least three periods a week, or an equivalent, would be necessary.

† It is expected that the study of American History will be such as to show the development and origin of the institutions of our own country; that it will, therefore, include the colonial beginnings; and that it will deal with the period of discovery and early settlement sufficiently to show the relations of peoples on the American continent, and the meaning of the struggle for mastery.

‡ See Section 2.

tice in written work. Geographical knowledge should be tested by requiring the location of places and movements on an outline map.

COMMENTARY ON THE RESOLUTIONS

1. Practicable Applications of the Plan

In preparing its recommendations the Conference has had in view the desirability of presenting a plan capable of application, under existing conditions, with the least possible jar or friction,—a plan which should, however, make an approach to the ideal system. The entrance requirements proposed do not necessitate four years of continuous historical study, but they provide for its due recognition as a part of college preparation, and the Conference urges the need, from both the practical and the educational standpoints, of such continuous four-year courses in history, the light of which has been too long obscured by ancient tradition and by the failure to understand the scope and value of historical science. This Conference takes positive ground with the Madison Conference in recommending that history be given in the secondary schools, in all courses, not less than three forty-minute periods a week for four consecutive years.

In pursuance of this recommendation the following model programmes are offered, as representing what seems to be the ideal arrangement. The topics referred to are those named in Resolution I.

MODEL PROGRAMMES

for four-year secondary school courses in history.

Year.	Classical.	Latin-Scientific.	Modern Languages.	English.
I	Greece (1)			
II	Rome (2)			
I	English (5), or French (4), or German (3).	English (5), or French (4), or German (3) As in the Classical programme.	French (4), or German (3), or English (5), or American (6).	English (5), or American (6), or German (3), or French (4).
V	Intensive study (subjects preferably from American History.)	Intensive study (subjects preferably from American History,) or French (4), or German (3).	Intensive study (sub- jects preferably from French and German History.)	Intensive study (sub- jects preferably from English, or American History), or American (6), or English (5), or German (3), or French (4).

EXPLANATORY NOTES

1. It is believed by the Conference that Greek history is the best foundation for historical study, and should begin such study in any programme, since all of the important problems of civilization meet us in Greece in their simplest form, giving the historical student the elementary material which the biological student finds in the simpler animal forms. Roman history is considered equally fundamental because of the grasp of problems of law and organization in which Rome was the universal teacher. By thorough drill at the outset in these subjects the pupil may be grounded in the character, method, and terminology of historical science.

2. In the years in which options are proposed, the topics are given an order of preference based on the general value of the specific topic, or on its relation to the other work of the course—as in the Modern Language programme, where French and German history are preferred. The alternatives in each case are for schools which cannot conveniently teach the preferred subjects. On the co-ordination of History and Literature, see Section 6. It will be seen that the four programmes make necessary but four History classes, one for each year. Large schools, with special teachers, can broaden their work by giving the different subjects.

3. On the question of intensive study (Topic 7) see Section 2. In suggesting the selection of subjects for intensive study, the principle laid down in Note 2 above has been followed. In the Latin-Scientific and English programmes options have been suggested, though the intensive study is preferred. In the Classical programme, as distinctly college preparatory, the ideal programme must devote a year to this method of study on account of its signal value as a preparation for continued study. In the Modern Language programme intensive study offers an exceptional opportunity for practical use of the knowledge of French and German already acquired, and may thus be recommended primarily for itself, and secondarily as an ally of the work in language.

4. The nomenclature of the four programmes, Classical, Latin-Scientific, Modern Language, and English, has been adopted, not because of any significance that it carries in connection with the study of history, but because it represents in general terms a common form of division of secondary school programmes, and one which seems likely to be retained for some time.

The adoption of these model four-year programmes cannot at once be secured in all schools. Therefore the plan of requirements in Resolution I has been made moderate, flexible, and simple enough to render possible its adoption in any high school, while it is capable of expansion and encourages such expansion in schools having extended opportunities for the study of history. Many schools are considering the adoption of the programmes of the Committee of Ten. As an illustration of the manner in which the plan of this Conference may be applied to any programmes, the subjoined tabular view is given, showing a feasible and desirable adjustment to those of the Committee of Ten. These programmes offer a great advance in opportunity for the study of history over most of the programme now in use, although they fail, except the English programme, to give to the subject what its real importance demands.

TABULAR VIEW

showing the application of the proposed requirements to the Programmes of the Committee of Ten.

Year.	Classical.	Latin-Scientific.	Modern Language.	English.
	4 periods.	4 periods.	4 periods.	4 periods.
I	Greece (1) (Roman History begun)			
II	3 periods. Rome (2).			3 periods. Rome (2).
III		2 periods. Rome (2).	2 periods. French (4), or English (5), or Roman (2).	4 periods. English (5), or American (6), or German (3), or French (4).
IV	3 periods—optional. American (6), or English (5), or French (4), or German (3).	3 periods—optional. The same options as in the Classical programme, Year IV.	3 periods—optional. German (3), or American (6).	3 periods. Intensive study (7), or American (6), or English (5), or French (4), or German (3).

EXPLANATORY NOTES

1. Notes 1 and 2 relating to the Model Programmes apply to these programmes as well.
2. It will be seen that History classes in the different programmes can be combined in schools where subdivision is not feasible. The variation in time between the two and four period classes can be adjusted by slight modifications in the programmes. Thus in the smaller schools but one class in Greek history need be formed for the four programmes; second year pupils in the Classical and English programmes can take Roman history with third-year pupils in the Latin-Scientific, and, where Roman history is the option chosen in that year, with third-year pupils in the Modern Language programme. To make this possible, one period will have to be added for the course in the Latin-Scientific and for that in the Modern Language programme, or taken from the other two. This slight modification in the programme can in most cases be made, or if that adjustment be impossible, the additional period might be occupied, in the two programmes having it, by a course in biography, or some cognate study, parallel with the work in history done by the combined classes. Courses should, however, be put on a basis of at least three weekly periods wherever that is possible. The same method of combination can be applied in the third and fourth years, and it will be seen by a study of the Tabular View that thus schools which give courses only in Greek, Roman, and American history can meet the necessary requirements, except for the fourth year of the English programme.

2. The Seven Topics

The first six topics, considered in connection with the qualifying clauses and with the following discussions of methods of examination and methods of study, are self-explanatory. It may be added, perhaps, that each one should be placed in its proper relation to the great movement of general history; and that the special attention to "life" and "literature" suggested in the case of Greek history will be equally profitable in the study of later periods. The Conference offers additional explanation and suggestions regarding the seventh topic—"A detailed study of a limited period, pursued in an intensive manner." The subject of intensive historical study is treated in the report of the Conference on History, Civil Government and Political Economy, paragraph 15, on pages 176-177 of the Report of the Committee of Ten. It is the opinion of this Conference that in schools providing for four years of study in history the last of those years can profitably be devoted to intensive study of a special period or periods, thereby training the pupil in concentration of thought and thoroughness of work. Such study should be topical in character, without text books, and should involve "careful, painstaking examination and comparison of sources," so as to train the critical faculty and the historical judgment by making the pupil acquainted with

the grounds upon which historical judgments are based, and to give him "a practical power to collect and use historical material." A list of fruitful topics for such study is presented in the report of the Madison Conference. Such lists might be supplied by the colleges in their annual catalogues. In many places profitable lines of study may be laid out in local history, the original sources of which are directly at hand. The Conference wishes to emphasize the value of definite, purposeful study of significant periods,—a study which it is possible for any alert teacher to pursue with a moderate material equipment, since sources and illustrations are now obtainable at reasonable prices. The intensive study of history is not the writing of history; in its various forms (see Section 5, *d*) it aims not to make of the pupil an historian, but to teach him how to read history thoroughly, intelligently and critically. It is a distinct and valuable means of discipline, having as legitimate a place in historical study as has laboratory work in the natural sciences. This observation applies to various kinds of topical work, as well as to fully developed intensive study.*

3. Required and Advanced Subjects

The recommending clause of Resolution I makes use of the terms "required subject" and "additional preparation for entrance or for advanced standing." Two alternatives are thus suggested. By the first of these the principle of equivalents, now receiving recognition within the colleges, and in all consideration of educational schemes, would be extended to entrance requirements, to the extent of recognizing additional preparation in history. This would call for an arrangement by which the candidate should be required to present two of the first six topics; while one or more of the seven topics would be accepted in addition as a part of the preparation for entrance. One available plan for accomplishing this would be to have a

*In view of the discussion as to the place of intensive study in secondary schools the Conference desires to call attention to the approval of such study in elementary schools, by the sub-committee (William T. Harris, James M. Greenwood, Charles B. Gilbert, Lewis H. Jones, William H. Maxwell) of the Committee of Fifteen. Report on the Correlation of Studies, Educational Review, March, 1895, pp. 256-257.

certain list of primary subjects required of all candidates, this list to include, as one subject, any two of the first six topics ;* and an optional list of advanced subjects, equivalents one to another, from which each candidate should choose a certain number, one or more of the seven topics to have recognition in this list as one subject. This plan is flexible and can be modified in its details to adapt it to the courses of each college. It is presented, however, only as a suggestion, the essential idea of the recommendation, so far as history is concerned, being the just recognition of preparation in history on a par with that in other departments.

Since any arrangement admitting more history as a part of the entrance requirement of some of the colleges may involve a greater change in their present methods than they are prepared to make, the second alternative is proposed : That colleges or scientific schools not deeming it best to make a place for more history in their entrance requirements, shall accept for advanced standing such topic or topics from the list of seven, in addition to the schedule of subjects required for admission, as the candidate may pass successfully in the manner prescribed in Resolutions II, III, and IV. Thus the same encouragement will be given to the study of history that is now given to that of languages and mathematics. We believe that in the form recommended by these resolutions the colleges will be justified in recognizing such additional preparation as genuine advanced work.

Either course suggested is open to the individual college, should the resolutions be adopted, and the conference wishes to emphasize the desirability of encouraging and rewarding, in a substantial way, an increased amount of historical study—thorough, intelligent, and well organized—in the secondary schools. The Conference is assured that the teachers will be willing and glad to meet the demand, if it is put in such form that they can justify their attempt to do so to the school authorities. By recommending to the colleges the acceptance of

* The seventh topic should be regarded only as a part of advanced preparation.

additional history the association will therefore emphasize proper teaching and a reasonable distribution of subjects.

4. Written School Work

In Resolution II the question of methods of examination is taken up. This resolution calls for little explanation. Examinations limited to a brief period of time, given perhaps in an unaccustomed way, taken amid strange surroundings and under conditions possibly unfavorable to the candidate, are, as final and complete tests, unsatisfactory to examined and examiner. The proposed system of examination, which requires duly certified written work, covering a considerable period of the pupil's study, is more just and furnishes more adequate evidence of the candidate's actual qualification. Resolution III, therefore, presents a category of classes of written work, all of which should appear in such quantity as may fairly represent the work done in the topic.

While the Conference regards the matter of admission by certificate as a question of the administration of the individual college, it offers the suggestion that this written work would be an invaluable basis of judgment in making out certificates. If it were demanded that the written work should accompany the certificate the requirement would be no hardship to the candidate, and its presence would furnish the best possible guarantee of the certificate.

5. Character of the Written Work

(a) *Notes and digests.* This expression does not refer to class notes, taken from the words of the teacher, but to systematic digests of the pupil's reading, outside the text-book, showing the character and in part the extent of such reading, as well as the pupil's power of stating the ideas gained from his study in clear, compact, and orderly form.

(b) *Written recitations.* These exercises are answers to questions, given in the class, without special preparation, except such as the general work of the class affords, the time for

writing being limited to periods of fifteen or twenty minutes. The questions should be so framed as to require the use of the pupil's judgment and the application of some of the elementary principles of history already learned. For instance: after studying the history of the Peloponnesian War a fair question would be, whether Sparta ever benefited Athens.

(c) *Written parallels between historical characters or periods.* Plutarch offers abundant illustration of this kind of work as applied to biography. These exercises are for the purpose of developing the power of accurate comparison, and points of likeness and of unlikeness in the characters or periods compared should be carefully examined. Nowhere is the use of incorrect analogies more common than in history. In no science is accurate analogical reasoning more important. A judicious use of this class of written exercises may teach the pupil to find the real similarity and dissimilarity involved in his comparison, and to place the persons and things in their right relations. Such work will be found to stimulate the interest of pupils and to develop habits of close examination of topics.

(d) *Brief investigations.* These, even more than the parallels, will stimulate the pupil and tend to bring in play all his mental activities and all the elements of historical thinking. In this work he is taught to rely upon himself—upon his own powers of observation and of reason; for example, to search an old letter or charter for the secrets that are in it and to apply them when found. The multiplication of accessible sources, in leaflets and compact collections in inexpensive volumes, makes it practicable to do this work, and to do it well. The Conference does not sympathize with the opinion that such work is out of the range of the secondary school pupil. On the contrary, it will be found one of the most profitable of exercises for developing the thinking capacity of such pupils. There is no sharply defined line between college and school, on one side of which the pupil can do an entirely different kind of work from that which he is capable of doing on the other. The child develops by almost imperceptible degrees

into the youth, and into the man or woman. Methods of instruction good at one period are, with reasonable modification on account of greater or less maturity of experience, good in the period next to it. Independent investigation of special topics is not the peculiar privilege of the college student. If he begins to practise it in a small way in the secondary school, he should be capable of accomplishing in college far more than at present.

(c) *Historical maps or charts.* The production of work of this kind is of the utmost assistance in fixing facts of geography, chronology, and statistics—facts which are the skeleton of historical knowledge, giving it form and substance. The maps and charts should be made, not by copying, but from description and from such comparison with existing maps as may be necessary to attain accuracy. A part of this work may be prepared outside the class-room with some elaboration of detail. The pupil should be trained also to express facts on outline maps in the class, from knowledge acquired by previous study. For map work natural outlines may be copied or traced; or prepared outline maps, now obtainable in considerable variety, can be used with great economy of time. The latter are equally good, since the object of this work is to impress historical knowledge and not to make the pupil a topographical draughtsman. A judicious encouragement of ambitious and interested pupils in this kind of work may lead to really valuable results in the graphic representation of history.

6. Relations of History, English, and Literature

History, with its large field for written as well as spoken practice, seems to offer itself as a natural ally of English. In all written work attention should be paid to neat form and correct use of English, and schools should connect the work in history with that in composition. The alliance will strengthen both. As pupils advance beyond the elements of language, the study of the literatures of the different languages can profitably be brought in touch with that of the history of the age and

people. The desirability of such coördination has been considered in the arrangement of programmes for courses in history, proposed in Section 1. The intimate and friendly relation between history, language, and literature should be recognized in all schools in which such recognition is possible.

7. Character of the College Examination

The first clause of Resolution IV needs no commentary. It insists that rational historical knowledge, rather than mere empirical acquaintance with facts furnishes the real test of the candidate's capacity. By the second clause there will be presupposed in the preparation of the candidate "good text-books," (see Section 8), "collateral reading," (see Section 9), "and written work," (see Section 5). The last clause calls for a testing of the candidate's geographical knowledge by a graphic method with which his preparatory study is supposed to have made him familiar.

8. Text-Books

Accepting text-books as a necessity, the Conference suggests that there are text-books and text-books, and that the colleges can do a helpful work by publishing carefully selected lists of approved books for each of the six text-book topics, giving school directors thereby an authoritative basis for judgment.

The Conference especially urges in this connection the advisability of the use of at least two text-books in each subject wherever possible. In this way the invaluable comparative method may be used in the routine work of the class, and if the text-books chosen are those of robust thinkers, and not mere compilers, the advantage of different points of view is given, with results not attainable when but one text-book is used. The cost of text-books is so moderate that it need not, in most cases, prevent the accomplishment of this very desirable result. When it is not practicable to put two books in the hands of each pupil, it may be possible to provide a number of copies of the second book for the school library—per-

haps half as many books as there are members of the class. An economical method of obtaining somewhat the same advantage is to have one-half the class supplied with one text-book, and one-half with another. This is easy of application in schools having free text-books. Such an arrangement offers a similar opportunity for comparison of different methods of treatment and different points of view, though it is recommended that each pupil possess more than one book on a subject.

Care should be taken to obtain text-books adapted in their plan to scientific methods and not to mere memorizing. Some well-written books are not available for class use where the best methods of instruction are practised.

9. Collateral Reading

Every school should be provided with a well-selected working library, wherein quality is, for the practical purposes of the classes in history, of more importance than quantity, desirable as is the latter. Collateral reading in authors of recognized authority should be carefully laid out by the teacher, and such reading should be required as a part of the pupil's work. In connection with this collateral reading the digest system of note-taking should be used, as a means of fixing the results of such reading in the pupil's mind, as well as to prevent his scattering his work, and thereby failing to obtain the best results.

The vast extent of literature, directly or indirectly historical, makes it the first business of the student to learn to use books—wisely as to contents and economically as to time. Especial attention should, therefore, be given to this matter of collateral reading. If well developed its results are far more important than mere text-book knowledge can be. Wherever public libraries exist a close alliance should be made between them and the schools; and pupils should be taught to take advantage of their opportunities thoroughly and systematically. Bibliographical reports upon the libraries, in connection with special topics, are valuable exercises, and librarians will often prepare special reference lists and lay out selected tables of

books for the benefit of classes in history. Individual teachers and librarians will find their own special methods of bringing students in history into pleasant and profitable connection with the library.

10. Observations on Methods of Instruction

The written work called for in the third resolution, and explained in detail in Section 5, makes necessary certain methods of instruction to produce the results required as a part of the examination. While each teacher will give his or her own form to the details of these methods their general outline may be summarized under the two heads, preparation of the student and class-room work, as follows :

- | | | |
|--------------------------------|---|---------------------------------------|
| I. Preparation of the student. | { | (a) Text-books (diversity desirable) |
| | | (b) Collateral reading, with digests. |
| | | (c) Use of atlases and maps. |
| | | (d) Objective illustration. |
| | | (e) Miscellaneous written work. |
| II. Class-room work. | { | (a) Digests of topics or of reading. |
| | | (b) Written recitations. |
| | | (c) Reference to maps. |
| | | (d) Rapid questions as to facts. |
| | | (e) Discussion of debatable problems. |
| | | (f) Fluent recitations. |

While stress is laid in this report upon the teaching of the relations and the meaning of facts, it is necessary for this that the facts themselves be known correctly. In order that this may not be lost sight of, the frequent "quiz," or rapid fire of questions as to fundamental facts, is introduced as essential in the work of the class-room. The fluent recitation, a clear and uninterrupted statement by the pupil of facts and principles, is intended to train the mind to organize knowledge and to state conclusions clearly and forcibly.

It is believed that the plan of making digests of parts of books, or of topics, may be profitably applied in the class-room as well as in the work of preparation.

11. Main Idea of these Recommendations Already Approved by the Association

In December, 1894, after careful deliberation, the Association adopted, by a decisive vote, the following resolutions :

Resolved, That the interests of education would be promoted by a closer articulation than now exists between the secondary schools and the higher institutions of New England.

Resolved, That as an effective means of securing such closer articulation, the satisfactory completion of any one of the studies embodied in the programmes submitted on pages 46 and 47 of the Report of the Committee of Ten, to the extent and in the manner recommended by the Committee, should be allowed to count for admission to colleges and scientific schools.

Resolved, That the authorities of the colleges and scientific schools represented in this Association be, and they hereby are, requested to take such action as will give effect to the foregoing implied recommendation.

The recommendations of this Conference apply to the study of History the principle thus approved by the Association. The resolutions cited above contain the fundamental idea of this report—the recognition of work in history, pursued under certain conditions and to a certain amount, as part of preparation for college. In amount the Conference does not insist upon a prescription as extended as is implied in the vote of the Association, but it does urge recognition, in the way of options at least, to the full extent of the historical study provided for in the four programmes of the Committee of Ten. The Conference assumes, therefore, that it comes before the Executive Committee on accepted ground, and that the details of its plan, rather than the plan itself, will be the subject of discussion.

12. Concluding Remarks

It will be seen that with the minimum preparation of two topics, two years of good work will be necessary to enable the candidate to pass the entrance examinations in history. The possibility will be removed of passing an examination by the hasty and valueless "cramming" of some text-book, and preparation in history will have a meaning and become a serious task for the candidate for admission to college or scientific school.

In conclusion, the Conference wishes to urge the all-important character of history as a study for the intellectual and ethical development of the citizen. In that light it has been considered in this report, which has for its object the development of the study as rational, scientific and disciplinary, and not merely as a means of ascertaining certain facts. Considered in their relations the facts with which history deals are the greatest within the range of human knowledge, the basis of many sciences directly affecting the well-being of humanity. Considered outside of their relations they are hardly more important than the trivial happenings of every day, in home, or street, or school. History should be so taught as to place these facts in their true relations and thus to give them the rank that belongs to them. So treated, history is entitled to a place among those subjects with which the mind should be informed at an early age and by which it should be disciplined and developed as a preparation not so much for college as for the larger interests of life. The requirements contained in the foregoing resolutions, if adopted and maintained by the colleges, will tend to make the study of history in the schools a useful developing study of this character, of strong practical bearings; a study that will teach systematic methods, train the reason and judgment, broaden the understanding, and place in their right relations the past and the present, the facts of life that affect man as a political and social being.

These resolutions are not solely, or even principally, in the interest of the colleges and of students preparing for college. All secondary schools will soon send students to college, and the resolutions are intended to apply to all secondary schools, and not merely to those nominally preparatory. The courses and methods recommended are to be applied to pupils whose study ends with the high school, as well as to those who enter the college or the scientific school. The most complete course of all, that of four years, provided for in the English programme, can be given, under present conditions, only in schools not hitherto college-fitting schools. It is not the least beneficent

result that will flow from the adoption of this plan on the part of the colleges and scientific schools that by insisting upon these requirements, and by opening their doors to students prepared under them, they can bring about a more thorough and scientific teaching of history in all secondary schools.

Respectfully submitted :

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April 22, 1895

HOME READING FOR THE SECONDARY SCHOOLS

THE CHICAGO PLAN

That prince of blunderers, Dogberry, in "Much Ado about Nothing," delivers this choice bit of wisdom: "To be a well-favored man is the gift of fortune, but to write and read comes by nature."

I suspect this delicious bit of irony narrowly grazed a profound maxim, and in the economy of our educational forces we shall be wise if we find out the process of nature which results in writing and reading.

In Björnstjerne Björnson's story of "A Happy Boy," we see the little hero first at home. His mother shows him the sky, the clouds, the mountains, the stream, and tells him how once everything could talk, interpreting to him with her little songs, the speech of the cat, the cock with all the hens, the little birds. Then she begins to teach him to read. He had owned books a long time, and often wondered how it would seem when they also began to talk. Happy the child, who, like Öyvind has lived so healthy an out-door life and been under such loving home care, that he passes to books, and finds in them, too, living voices; yet, even under less favoring condi-

tions in the minds of childhood and early youth grow myriads of springing plants, and it depends largely upon the atmosphere that surrounds them at this period, whether they shall be cultivated into beauty, or stunted, stifled, even crushed out of existence.

The mother-love guides the child in his first awakenings, and leads him to observe the forms of animate nature, and to listen to her voice. Then the teacher takes the mother's place, but she brings to her aid in books, a great company of invisible spirits, and we have now put the child into the hands of teachers whom no man may number.

In making it possible for him to read books, we have added greatly to the power of the teacher, and of all times in his life when this company of invisible spirits can be called in there is none more significant, than when standing on the threshold, he waits to hear what his books shall say to him when they begin to talk.

This is a crisis in our educational system. What shall the boy or girl who has listened to the voices of Nature, who has learned the letters, the little black lamb *a* and the walking *c* of Öyvind's childhood, and whose love of the beautiful is already developed by glimpses through the doors that have been set ajar in the Common School life—as they enter the high school, standing on the threshold wondering, listening, what shall they read?

Is there not a body of literature, the rich deposit of centuries, in whose simplicity, homely instincts, free spirit of wonder and belief, these eager minds may find natural development?

This question has been answered; the crisis has been met and passed, and in the course of reading prepared for the High Schools of Chicago, Prof. A. F. Nightingale, Superintendent of High Schools, has placed within reach of future students a force so far reaching, so strong, and resistless, that it cannot be grasped by the present, nor comprehended in the passing moment.

What shall they read? Try to solve that problem, you who love books, who have found in the friends between covers a solace and pleasure which you long to bring within reach of the young souls just beginning life, and I venture to say you will be ready many times to give up in despair, so far-reaching is the thought, so many labyrinthed the consequences, but you will also be more ready to see the beauty and perfection of this course as it stands to-day.

Now reading is a fundamental contribution to the intellectual and spiritual growth; but, let us ask ourselves what we mean by reading in our own habit of life. We mean reading for pleasure, for the satisfaction of some appetite for reading; and this reading for pleasure is what we recognize universally as the great explanation of literature.

It is the delight of the poet to sing, of the novelist to tell his story, of the listener to hear and read, and the supreme end which the art of reading should have in view, is the recognition of the great.

Now the boy may be indifferent to Hiawatha, yet have his brain set on fire by Custer's raids; electricity and the telescope may do for him what Wordsworth cannot. The avenues of his mind are countless, and if he would read with delight, he must read that toward which his love is bent.

This has been met and provided for in this plan of reading, and no matter what the inclination of the pupil, if it be in ever so small a degree healthy, if it finds nourishment.

How is a boy who comes to his first high school year with every vein tingling with a desire to understand electricity and the wonders of science. He is continually trying to create vacuums, to run batteries, to set wheels in motion, and if his mother is uninformed as to blue vitriol and electric bells, keeps her in constant terror of possible consequences. Picture his delight—and his improvement, when he finds at his hand Buckley's *Fairy Land of Science, Life and Her Children*, and *Winners in Life's Race*; followed in the second year by Mendenhall's *Century of Electricity*, *Geology of a Piece of Chalk*

by that master, Huxley, *Light Science for Leisure Hours*, by Proctor, and in the third year by *Forms of Water*, by Tyndale, and Winchell's *Sketches of Creation*.

Perhaps from the same family, for such is life, will come a girl instinct with imagination and poetry to her finger-tips. Must she be fed science and electricity, and that love of beauty be starved on the practical? Never; here are Cotter's *Saturday Night*, *Snow Bound*, and a host of others in the first year, followed by *Sesame and Lilies*, Gray's *Elegy*, and Shakspeare.

But, you say, my girl or boy cares neither for poetry nor science, they seem to take to fiction. Very well, and are not some of our greatest writers makers of fiction?

Here they can find their heart's desire, but only the best, and that which will tend to lead to something further on. *Old Fashioned Girl*, *Bunby*, *Ivanhoe*, and the work of such authors as George Eliot, Walter Scott, Hawthorne, our own Stockton, Conan Doyle, and Barrie.

Does the student long to read of thrilling deeds? Here are the *Boy's King Arthur*, *Gustavus Adolphus*, and *Lady of the Lake* in the first year, *Stories of Persian Wars*, *History of the French Revolution*, and *Lays of the Scottish Cavaliers* in the second, and *Richard the Second*, *King Lear*, and *Romola* in the third and fourth.

For the mind historically inclined, are *History of Germany* and of *France*, *Peter the Great*, *History of American Revolution*, *Rome* and *Carthage*, and a host of others.

For the naturalist, John Burrough's books and Biart's *Adventures of a Young Naturalist*, supplemented by Thoreau, him whom all Nature loved.

But, some one may say, we believe in an all around education, not a one-sided one on some specialty. This, in its fullest sense, is what Prof. Nightingale has attempted, and will work out in his course of reading. Think you not the boy who revels in science will come after a time to that point where of his own accord he will want to know something about the men

who are great forces in the world, and what they have written of other things?

The girl who has cried over Louie's Last Term at St. Mary's, and to whom the Old Fashioned Girl is as real and dear as her friend of to-day, will she not sometime be as eager to know of the sayings and doings of people in history? While the boy who has been fed on such food as Bryce's American Commonwealth and Critical Period of American History and has liked and digested it, will in a few years be ruling our country more intelligently than it is ruled to-day.

When I consider the pervasive influence of literature, when I think of these clear-sighted dwellers in its border-lands, while my heart thrills in unison with theirs over deeds of chivalry and prowess, melts to tears over the pathos of Shakspeare or Dickens, finds an answer to the problems of science, and follows the windings of history, this simple list of books seems to me more touching than the highest burst of oratory; for from it they shall enrich their lives with treasures that will never lose their brilliancy, and in it find friends who will never desert them.

One of the natural results of such reading, and one which is sought for in its adoption, is the development of a style in writing, the power of expressing the thoughts in honest English. I think teachers of experience will agree that it seems impossible in our-school years to do more than to teach the avoidance of glaring error and the acquisition of a style which is negatively good. For the delicate shading, the forcible structure, one must build the foundation, nor hope to see the completed picture, the finished walls. What a mighty help then, when we enable the boy or girl to listen week after week to the masters of English speech! It is not the quantity read, but the amount digested, assimilated, that adds to the growth, and the man or woman of after life who not only feels that he knows a certain fact but is able when the need of the moment calls to put his hand on it, is in reality the best educated. It is

during these growing years that the power of appropriation is strongest, and so irresistible is the impulse that if nothing better is provided, it will feed upon chaff.

Prof. Nightingale has been giving the subject a great deal of thought and time for several years. Believing as he does, and as all thoughtful readers must, that the habit of reading, if properly directed, will give the pupil in later years a ready flow of words in writing, a large vocabulary of the best English words, a love for the best authors, and a knowledge of their works, he has given to this selection the best work of a ripe scholarly judgment.

There are 40 books for each year of the course, making 160 different books duplicated according to the pupils in each school, and from these the pupil is expected to read ten,—not more than twelve, each year, for the danger of reading too many books is guarded against, as well as the danger of reading too few. Assimilation, not gormandizing, is sought, and to this end reviews or papers are written by the pupil as he reads, little except reproduction being expected of the children in the earlier years, while some able reviews come toward the close of the course.

The teachers have charge of the books and are ready to encourage and suggest or explain anything that may not seem clear. As the pupil passes from one year to another, the books are a little deeper and stronger, until in the last year, there are such works as men and women of matured taste read and love.

Of the books that experience has taught will be most called for, more copies are provided in order that several may be out at once, and the number of duplicates is varied according to the number of pupils in the school; so there are books for nearly every one, no matter what the trend of his mind.

It is a system of education in itself only to be appreciated in full when years have gone by, and the doors of our high schools have opened and shut many times on those who have been deepened and broadened in their school years by the food that is here provided.

The greatness of a country is in the greatness of its ideas, and who shall determine the strength of heart and poise of intellect, the skill of touch and keenness of perception that may make great our country in the years to come through the nourishment that has been given to latent powers by this course of reading of the Chicago High Schools.

Gussie Packard Du Bois

Argyle Park, Ill.

BOOKS FOR HOME READING

CHICAGO HIGH SCHOOLS

Pupils are expected to select, under the guidance of the teachers, and read ten books each year. Reproductions and reviews are written upon, perhaps, five of these, which are criticised by the teacher, and returned. Copies of many are preserved in the school. Some are read as class exercises, and the pupils also give oral descriptions of the books, and state the lessons learned from them.

FIRST YEAR BOOKS

Cotter's Saturday Night—Burns.
Snow Bound—Whittier.
Lays of Ancient Rome—Macaulay.
Lady of the Lake—Scott.
The Tempest—Shakespeare.
Wonder Book—Hawthorne.
Tanglewood Tales—Hawthorne.
Grandfather's Chair—Hawthorne.
Boy's King Arthur—Lanier.
History of Germany—Yonge.
History of France—Yonge.
Autobiography of Franklin.
Century Book—Brooks.
Peter the Great—Abbott.
Tales of Shakespeare—Lamb.
Gustavus Adolphus—Topelius.
Tom Brown at Rugby—Hughes.
Louise's Last Term at St. Mary's—Mrs. Harris.
Nicholas Nickleby—Dickens.
Bimby (Nuremburger Stove)—Ouida.
Old Fashioned Girl—Alcott.

Black Beauty—Iswall.
 Man Without a Country—Hale.
 Cudjo's Cave—Trowbridge.
 Hans Brinker—Dodge.
 Ivanhoe—Scott.
 Pepacton—Burroughs.
 Tales of a Wayside Inn—Longfellow.
 Attic Philosopher—Souvestre.
 Fairy Land of Science—Buckley.
 Life and Her Children—Buckley.
 Winner's in Life's Race—Buckley.
 Adventures of a Young Naturalist—Biar.
 Alice in Wonderland—Carroll.
 Water Babies—Kingsley.
 Back of the North Wind—McDonald.
 Sketch Book—Irving.
 Ethics for Young People—Everett.
 Illinois—American Commonwealth Series.
 Life of Washington—Irving-Fiske.

SECOND YEAR BOOKS

Much Ado About Nothing—Shakespeare.
 Marmion—Scott.
 Irving's Tales of a Traveller.
 Stories of Persian Wars—Church.
 History of American Revolution, (2 vol.)—Fisk.
 Young Folk's Plutarch—Kaufmann.
 Life of Agassiz by his Wife.
 My Winter on the Nile—Warner.
 History of the French Revolution—Abbott.
 Julius Cæsar—Froude.
 Bits of Travel at Home—H. H.
 Around the World in Yacht Sunbeam—Brassey.
 Aytoun's Lays of the Scottish Cavaliers.
 Hamilton—Lodge.
 Bulfinch's Mythology—Hale.
 The Talisman—Scott.
 White Company—A. Conan Doyle.
 Twice Told Tales—Hawthorne.
 Silas Marner—George Eliot.
 Last Days of Pompeii—Bulwer.
 John Halifax—Mulock.
 Kenilworth—Scott.
 Tale of Two Cities—Dickens.
 Rab and His Friends—Dr. John Brown.
 Study of Words—Trench.
 Sesame and Lilies—Ruskin.

Walden—Thoreau.
Vicar of Wakefield—Goldsmith.
Essay on Manners—Emerson.
Irving's Life of Goldsmith.
Century of Electricity—Mendenhall.
Politics for Young Americans—Nordhoff.
Chemical History of a Candle—Faraday.
Geology of a Piece of Chalk—Huxley.
Boy Engineers—Lukin.
Light Science for Leisure Hours—Proctor.
Innocents Abroad—Mark Twain.
Rudder Grange Stories—Stockton.
History of New York—Irving.
Orations and Arguments—Bradley.

THIRD YEAR

Legend of Provence—Miss Proctor.
Elegy in a Country Churchyard—Gray.
Palmer's Odyssey.
Richard 2nd—Shakespeare.
Twelfth Night—Shakespeare.
Lyrics and Sonnets (Cry of the Children)—Mrs. Browning.
American Commonwealth—Bryce (Vol. 1.)
Political Ideas—Fiske.
Rome and Carthage—Bosworth-Smith.
A Day in Ancient Rome—Shumway.
Mat and Sophia Hawthorne—Julian H.
Irving—Warner.
Lectures and Speeches—Wendell Phillips (1st & 2nd series).
History of Greece—Oman.
History of Rome—Meyer.
Walks and Talks in Geological Fields—Winchell.
Voyage of a Young Nat. Around the World—Darwin.
Our Old Home—Hawthorne.
Familiar Talks in Eng. Literature—A. Sage Richardson.
Forms of Water—Tyndale.
Sketches of Creation.
Prophet of Great Smoky Mountain—Craddock.
Dombey & Son—Dickens (2 vol.)
Last of the Barons—Bulwer.
John Brent—Winthrop.
Lorna Doone—Blackmore.
Put Yourself in His Place—Reade.
Pendennis—Thackeray (2 vol.)
Wilfred Cumbermede—McDonald.
Mill on the Floss—George Eliot.

Prue and I—Curtis.
 Heroes and Hero Worship—Carlyle.
 Essays in Little—Lang.
 Queen of the Air—Ruskin.
 Yesterday with Authors—J. T. Fields.
 Autocrat of the Breakfast Table—Holmes.
 Socrates: Apology, Crito, Phaedo—Plato.
 Lord Clive—Macaulay.
 Micah Clark—Doyle.
 Ben Hur—Wallace.

FOURTH YEAR

Othello—Shakespeare.
 King Lear—Shakespeare.
 The Princess—Tennyson.
 Bigelow Papers—Lowell.
 19th Century—Mackenzie.
 Bishop Blougram's Apology—Browning.
 Life of Charlotte Brontë—Gaskell.
 Life of Ralph Waldo Emerson—Holmes.
 Life of Henry Clay—Schurz.
 American Commonwealth—Bryce (Vol. 2.)
 History of Civilization—Guizot.
 Charles Lamb—Morley, English Men of Letters.
 Education—Spencer.
 Critical Period of American History—Fiske.
 Maiden and Married Life of Mary Powell—Manning.
 How the Other Half Lives—Reiss.
 Judith Shakespeare—Black.
 Egyptian Princess—Ebers.
 Destiny of Man—Fiske.
 Warren Hastings—Macaulay.
 Henry Esmond—Thackeray.
 Rienzi—Bulwer (2 Vol.)
 Pride and Prejudice—Austen.
 Adam Bede—George Eliot.
 Marble Faun—Hawthorne.
 Pickwick Papers—Dickens.
 English Humorists—Thackeray.
 Bacon and Milton—Macaulay.
 Essays of Elia—Lamb.
 Utopia—More.
 On Style, Part 1—Spencer.
 Conduct of Life—Emerson.
 Day Dreams of a Schoolmaster—Thompson.
 Selected Essays—Lowell.

Burns—Carlyle.
Crown of Wild Olives—Ruskin.
Wit and Wisdom of Sydney Smith.
Choice of Books—Harrison.
Window in Thrums—Barrie.
Romola—George Eliot.

SCHOOL DISCIPLINE

In considering the question of the discipline of children during the period of their school life, it is well that we should endeavor to gain some idea of the purpose which this discipline is intended to serve. Curiously enough, much divergence of opinion exists among teachers themselves upon this very point. Teachers seldom trouble to consider the ultimate aim of their repressive efforts. Practice varies considerably as regards the means of preserving discipline, but the differences in *motive* which underlie the differences in action, are not always recognized.

With regard to army discipline, there can be but one opinion, its primary reason is, of course, the preservation of order, with the ultimate idea of obtaining the greatest possible promptness in the carrying out of commands. Whatever moral benefit the soldier may derive from the training, is entirely a secondary matter. True, we read of the morals of troops, but what is predicated by the term, is merely that the troops in question have become so thoroughly disciplined, so fully imbued by means of discipline, with the spirit of order, that commands are carried out in the most efficient manner possible, and that this same spirit of order has become so habitual that the disciplined person will consider all inconvenience, physical and otherwise, and even positive suffering, as preferable to a breach of the order which he has been accustomed to preserve. The exigencies of military life, the absolute needs of the moment are the reasons of military discipline, and not any moral good or mental development. In fact, each mental development is restrained in certain directions within narrow limits; for, questioning the advisability of any command is not toler-

ated, and the individual is encouraged, indirectly, by the system, to consider himself as a machine fitted for a definite and immediate purpose. Such is the idea of discipline which prevails in the minds of many teachers. Order is desired in the school room, it is absolutely necessary to the efficient carrying out of the school duties, and, therefore, discipline must be employed so that order may be preserved. The object is the preservation of the regularity and uniformity which are requisite for the performance of school work.

Now, it is very clear that such an idea of discipline in the abstract may, in practice, produce methods which differ entirely from one another. It is through the operation of this idea that we get the extremes of severity and laxity.

The severe, unbending, harsh disciplinarian, seeing only the present advantages to be gained, namely, the quietness and good order of the society over which he presides, punishes all breaches of this order almost savagely, and, as the great importance of regularity is always presenting itself to him, it becomes distorted in his imagination until it appears to be the only thing worth having, and heavy punishment follows slight delinquency.

Opposed to this type we find the wheedling, coaxing teacher. As in the former case, his one great idea is the preservation of order, or sufficient tranquility to allow school duties to be performed. To achieve this he practises what he calls the method of "kindness," but which is in reality the method of bribery. Such and such demerits will be forgiven, if such and such good conduct is continued for such and such a length of time, and such and such privileges will be bestowed if such and such duties are faithfully performed.

One who has become used to this system will learn to regard expediency as everything in dealing with his pupils, and principle and the *raison d'être* of the discipline will recede further into the background as he pursues his course. There must come a time when, if order is to be maintained, this course of treatment must be either abandoned or modified. The teacher

whose only guide is the expediency of the moment, must either abandon his policy completely and enter upon the repressive system which we have mentioned above, or he must modify his system of kindness with a tincture of repression, in order that he may attain his object, which is merely sufficient order to duly carry out school duties.

It will be observed that this method of discipline closely resembles that of army discipline in another particular than the end aimed at. In both cases the person under discipline is regarded as a piece of mechanism moved either by the single levers of severity and kindness or by a combination of the two. No recognition is made of the fact that the person under discipline is subject to laws of development. This omission is not so serious in the case of the soldier who is required for coarse work, always under an intelligent directing eye, though it is open to question whether the methods of discipline at present in vogue in army circles produce altogether the best results attainable.

But when we come to see how great are the differences in the material with which a teacher must work compared with that which passes through the hands of a military commander, we may perceive that any attempt to make the end and methods in the former case conform with those in the latter must end disastrously.

It cannot be claimed for a moment that a boy comes to school for the sole purpose of preserving an orderly demeanour, and of thus rendering himself a useful tool in the hands of an apt teacher. The boy's needs extend far beyond the school and its order, and he must satisfy them in places where there is no such a thing as school discipline. In this there is a complete difference between the pupil and the soldier, for the latter must fight all his battles under the watchful eye of the authority which has trained him and fitted him for the fray.

But it is very clear also on the other hand that school discipline is absolutely necessary to school work, and that uniform-

ity of a more or less clearly defined character is essential to the carrying out of our ideas of education.

The question arises, then, how we are to combine the two ends of discipline, the immediate one, namely, the preservation of an orderly routine, and that more remote, namely, the development in the pupil of the power to exercise self-restraint, to voluntarily place himself in after years under a discipline somewhat analogous to that which he has been obliged to submit to at the hands of the school authorities.

The importation of this new consideration, the future of the pupil, into the discussion at once raises the question what is the aim of school education? Is a boy sent to school to learn something, merely, or should there be a process of moral and mental development, not to say physical, going on all the time under the care of the school authorities?

If the former of these alternatives is accepted, then, there can be no question of discipline at all. Any methods short of those which infringe the standards of morality current in the community, must be considered as allowable, if by their means, the teacher is able to reach his object, namely the accumulation in the mind of the boy of the specific facts or theories, with which it is understood he shall make himself acquainted.

But if the other alternative is accepted, then the question of method becomes very important, for it is by method that the development of which we have written, is guided, is thwarted, or is directed into wrong and vicious channels.

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SCHOOL PATRIOTISM

St. Paul's exhortation to Timothy to be instant in season and out of season in the preaching of the word, is hardly needed by men who believe profoundly in any great principle. They are eager to get a hearing at all times. And so, though your minds

must inevitably be fortified by the exercises of the day, and although owing to the bustle and confusion attending the closing of the school term I have been unable to devote proper time to the consideration of the subject, I am glad to say a few words this evening about "School Patriotism." The great Humboldt has said that whatever you wish to establish in a nation you must first establish in its schools. As schoolmasters we doubtless believe that. Can there be anything more vital for this country of ours than true patriotism?

In talking with a professor of one of our leading universities, not long ago, when I spoke to him of *esprit du corps*, he replied that at his university they had got beyond *esprit du corps*, that they did there, each man, what seemed right to him in his own conscience, and they were profoundly indifferent to public opinion, or to what was generally called *esprit du corps*. A state of things as far removed from the principle of Christ, and the idea of brotherhood, of the unity of the body and its many members as can well be imagined. When the Kingdom of God shall be established upon this earth, then the need of loyalty to lesser things may be swallowed up in devotion to the one Supreme Head, but until that time has arrived we can do better with old dormitories and antiquated class-rooms and mediæval methods of instruction than we can fare without patriotism in our schools and colleges. To my mind it is not a more or less desirable accessory, it is fundamental. It strikes at the very bottom of things.

The truth of this statement can be determined only when we have agreed upon some definition of "School Patriotism." First of all it might be well to eliminate certain false notions which are more or less widely spread through the community. He is not necessarily a really patriotic member of his school who shouts loudest for her. Nor yet the young gentleman who is ostentatiously desirous to back her with large sums of money, willing to be immolated on the altar of impecuniosity for her sake, or to rejoice in a common profit if her side prove victorious. It is not even standing up for one's school whenever she is criti-

cised. There is a certain kind of *esprit du corps*—not perhaps altogether bad—which prompts a boy to stand up for the school with which he is connected simply because he is there; just as a man will support his party in politics, or stick to the side of an argument which he has taken first, where he cares more to be victorious than to be right. Such manifestations of selfishness, bluster and brag, and pig-headiness, are not worthy of the name of loyalty. What then is loyalty? School loyalty like love of country is a different thing at different periods of life. The child finding itself surrounded by those who are devoted to their country begins to care for her too, because the love is in the air. By and by he discovers that his country is doing much for him, he hears of the mighty deeds that have been accomplished in her name, the lives of her heroes fill him with inspiration, and he is coming to love her also for what she has done and is doing for the world, and then, as he grows more thoughtful, he becomes more devoted, because he learns the great principles which underlie her constitution, the noble aims which she has in view, and when the idea of America dawns upon him then he becomes a loyal American. So it is with the school. The little boy becomes quickly attached to it when he comes into an atmosphere where, *esprit du corps* is strong. He loves he knows not why. As he goes on he feels the result of the school life upon his character. He is stronger, he is manlier than he was before, and he draws nearer to his Alma Mater. And then comes a time when he perceives that the school stands for something definite, the idea of the school comes before him, and he becomes loyal to that.

That I take it is "School Patriotism" in its final analysis, an acceptance of and adherence (so far as may be) to the ideal for which the school exists.

Now, how to produce this loyalty?

The answer to most questions can be briefly made. If a man asks how to get an education, we might reply in one word, work. So we may sum up the answer as to the way in which to cultivate School Patriotism, it is love. But as a man might

feel unsatisfied with such a brief direction for his education, so it may be well for us to develop the idea which must lie behind a school which shall claim men's loyalty. In order to answer it at length we would have to go into the whole life of a school in detail. Let us try to take the most salient features. The outside things are comparatively unimportant.

Garfield's definition of a university consisting of a Mark Hopkins at one end of a table, and a pupil at the other end, would have enough for the profoundest patriotism. And yet we are so organized that we cannot disregard our surroundings. The situation of a school is important. The unconscious influence of natural beauty will linger in the mind through the whole of life, and will have its part in attaching a scholar to the school. It is probably not without some significance of this kind that the Swiss and the Scotch are proverbially devoted to their homes, so beautifully blessed by the glories of nature. In the same way schools may well be bright, and cheerful, and attractive. The old idea that children will work more faithfully if they have bare and unattractive surroundings is happily giving way to the wiser principle of putting before them pictures and casts which have some bearing upon their studies, and giving them good forms and good coloring to look at.

I am not pleading now for luxurious arrangements. Luxury is the chief monster of the present day, against which we schoolmasters have got to fight. I would have simplicity by all means, but simplicity is no better for being ugly. Indeed I firmly believe that boys are happier for plain things, and they believe in it themselves.

They are a far finer set of beings than people give them credit for. You will not win your boy at home, or at school, by indulgence or flattery, by slack methods of discipline and by overlooking faults.

I remember hearing that a boy who had grumbled a good deal over the strictness of his school, when he returned home for the vacation, gloried in the fact that certain easy things which were allowed at other schools, were barred out at his.

The desire for soft things is only on the surface with most boys. There is a good deal of the soldier element in a boy, and he will respect decided treatment, and firm discipline, and will yield his loyalty when they are consistently carried out.

You can see this in his sports. It is not croquet, or lawn tennis, or golf, which calls out a boy's greatest enthusiasm. They are comparatively easy and tame. It is the greater sports, base-ball, and rowing, and foot-ball, where self-denial and endurance of pain are required, where courage and determination tell, that he most admires.

And that leads me to another great aid to the development of *esprit du corps*. There is much said—and very properly said—of the exaggerated value placed upon athletics. But, as has been pointed out by others, the conversation of boys might, and probably would, be far less healthy if they had not games to discuss. And certainly it is one of the most valuable things in the whole of education to learn to work for others, and not for oneself, and that is the training that a boy gains in what I must call the higher branches of athletics. The boy who represents his school upon some team, is likely to become a loyal member of it, although his loyalty is one-sided if it be not developed in other ways besides.

But these are *things*, after all—and things cannot accomplish much. Beautiful situation and attractive buildings, and successful discipline, and enthusiastic athletic spirit, may all be good. But boys will not tie to them. They will only tie to persons. It is the masters of the school who constitute the most important element. In an article in the *Forum*, written some months ago, it was said that a school-master must be willing to be idolized (or some similar term was used). I am not sure that this is quite necessary. But it does seem to me of the utmost importance that the masters in a school should be such men as can be idealized. They will, of course, have many faults, but it is well that they should have such possibilities of character as will call out a boy's affection, and lead him to see them finer than they are. We all kindle at the sight of

true, generous, and manly character. But a boy is a hero-worshipper, and you must try to give him such stuff as he can build a hero out of. Garfield is right. If I have to choose between men and methods, give me nine or ten strong men, and nothing else, and you shall have the best buildings, and the most perfect systems that have ever been devised, and I know where the loyalty will finally rest.

We must have strong men. We must also have a large permanent element in our faculties. It is this which will make school patriotism outlive loyalty even to university. Students come comparatively little into contact with their professors, but they live alongside of their school-masters, and know them well, and after a college generation has passed away, and the graduates scattered to the winds, the old school, with its masters, is there still, and affords a second home to turn to at all times.

The relationship between masters and boys is the clue to the whole problem. From early years it is the relationship of affection, for your masters are presumably men who have taken up their work out of love for boys—(otherwise they better waste their time in some other way). But at the beginning it is analogous to the position of parent and child. Discipline must be asserted, obedience readily given. The boy must do a thing because he is told to do so. But gradually he is admitted into the reasons for things. He grows from habit into principle, and as he advances into the highest class he becomes a coöperator with the masters in the management of the school. He is admitted into her councils. He understands her policy, he becomes interested in all who come to her halls. He gets the school idea. And he advances into the full appreciation of School Patriotism.

But it is not to end there. He goes away from the school—but the ideal still stays by him. It gestates there, and as he comes back to the school from time to time—always sure of a welcome at her gate—he becomes more and more interested in

her welfare. The thing for which she stands means more and more to him. He becomes more and more patriotic.

I said that a boy was a soldier. He is something finer than that. He is an idealist. He believes in ideas. He may not carry them out at all times. He may kick against his conscience and succeed at times in deceiving himself, but he will almost always recognize the truth, and he will despise a frivolous, low, or worldly standard if placed before him. If you try to come down to him intellectually or morally you are lost. I remember a man's being severely criticised by some boys because on a great occasion, when he had an opportunity to inspire them to lofty ideals, he gave them only some friendly remarks, and a few bits of commonplace advice. If we would have loyalty which counts for anything in our schools we must hitch our wagon to a star. We must be satisfied only with the fulness of the stature of the Perfect Man.

And what to do with this School Patriotism when we've got it? Do everything.

At one of our colleges, which is said to be provincial, when a man is proposed for membership in the clubs, the question is asked what has he done, or what is he doing for the college. If he is rowing on her Eight, or playing on her Eleven, if he is taking a high stand in scholarship, if he is writing for her papers, if he is, in fact, doing anything which brings his college into preëminence, he is thought to be doing something for his Alma Mater, he is a worthy son, he shall be taken in. The fallacy evidently lies in making prominence the test of loyalty. But there is a great element of truth in making *service* a test—in making a man prove his patriotism to his College by working for her.

In the same way if you establish *esprit du corps* in your school, you may govern it. For it is evident to a boy that moral wrong is the death blow to any real prosperity for his school. For her sake he is ready to avoid evil doing and evil speaking, and as the spirit becomes strong, to strive after lofty

character, so that this place which he loves may be a good place for others to come to.

You may improve your scholarship, for he can see that it is a decided advantage that the school should take honors at the universities, and should have a high standard of intellectual life.

You may keep traditions very strong if you are careful to make them high. You may find it continually easier to carry on the school with satisfaction, for a boy is greatly affected by a precedent. What has been good enough for those who have gone before, for some of whom he has the greatest admiration, is also good enough for him.

And when he has gone away from the school, you may still appeal to him through his loyalty. He is at a place to which others from his school will come. If he does well, his school will be respected, and others will find it easier to lead the right kind of lives there.

And the appeal will never fall unheeded by one who has the true love for his school. And then when he has begun his life work in earnest, you may count upon the man who has been imbued with the spirit of patriotism to come back to help her with his counsels and his sympathy. Her graduates will build her halls, will send to her their children, will give her the heritage of well-spent lives.

The other day I listened to a long and learned essay upon the word *μετάνοια*. The essayist seemed to claim that the word comprehended not only the message of the Baptist, but also the whole story of the Gospel.

In the same way this extensive treatment of School Patriotism may appear to some of my hearers to take in more than is justly due to it.

I have presented in a slight sketch the kind of influence which I believe that it may have. So far as I know there is no school in this land, or in any other, which has realized what I have written. But it is not, to my mind, an exaggerated view of what may some day—not far off perhaps—be accom-

plished. It will be like the New Jerusalem which John in his vision saw let down from heaven. It will not be let down in any miraculous way, but sent, like every good gift, and every perfect gift, from the Father of lights, into men's hearts, and then translated from the heart into actual life by the strength and the inspiration which He will give.

Endicott Peabody

Groton, Mass.

BOOK REVIEWS.

Roman Life in Latin Prose and Verse.— Illustrated Readings from Latin Literature. Selected and edited by Professors H. T. PECK and ROBERT ARROWSMITH. New York : American Book Co.

The development of the modern American text-book would be a most interesting study. From the old Cooper's Virgil, for instance, to the handsome volume before us is an immense leap, while between the latter and some of the other earlier text-books of the century is, as it were, a great gulf fixed. In binding, paper, typography, and illustrations, this book of Professors Peck and Arrowsmith certainly leaves nothing to be desired. It is clear that one application of art in education is to be found in the production of attractive text-books. Possibly if the present tendency continues the next generation of pupils will be like the elegant lady who could read her prayers only from a prayer book bound in morocco.

If we turn from the form to the contents we find this book equally attractive in this point. Many of the extracts are new, never having been presented before to an American public, at least with a commentary in the vernacular, and the old extracts are well chosen for the purpose of the book. This purpose is to give "in concise and practical form an outline of the development of Roman literature from its earliest days, as illustrated in the most characteristic and striking passages that have descended to us." The passages are undoubtedly characteristic and striking ; whether the superlative applies to them, or not, may in some cases be a matter of opinion. Others might have made different selections from the familiar authors, like Caesar, Cicero, Vergil, and Ovid. It is a question, also, whether "striking" passages give the best idea of general literature.

This book is somewhat like the manuals that accompany text-books on English literature. It gives "specimens" in the hope that thus the study of Latin will be made more attractive and a desire for more extended reading will be aroused. It is to be used as a collection of literary gems, not as a drill-book in parsing. We find here all sorts and conditions of "gems," from a nursery song and a Roman drinking bout to the descent into hell and the Dies Irae. There are twelve pages from

Lucretius and eight from Juvenal, which seems rather a large proportion.

The notes, the introductions to the different authors, and the bibliography, together with the suggestions for collateral reading, are admirable. Three classes of students have been kept in mind in the preparation of this book. Those who can devote only a limited time to the study of Latin, those who need practice in sight-reading, and those who desire a manual of Latin literature. In our opinion the price of the book and the character of the extracts make it practical only, or mainly, for the third class of readers. It certainly is not a book for secondary schools. We do not believe it will lend itself very well to sight-reading. But for those who have already acquired a love for Latin and wish to love it more, it is eminently attractive and inspiring.

E. R. Payson

Rutgers Grammar School

The First Four Books of Xenophon's Anabasis. With notes adapted to the Latest Edition of Goodwin's Greek Grammar, and to the Hadley-Allen Greek Grammar. Revised Edition. Edited by WILLIAM W. GOODWIN, LL. D., and D. C. L., Eliot Professor of Greek Literature, and JOHN WILLIAMS WHITE, Ph. D., Professor of Greek in Harvard University. Boston: Ginn & Co. 1894.

A hasty reading of the preface of this book might easily give the impression that the new edition does not differ essentially from the old, and that the publishers had merely availed themselves of the opportunity offered by the wearing out of the old plates, to present an old friend in a new and more attractive dress. Such, however, would be a great error, for in adopting the text of Arnold Hug the editors have subjected the commentary to a most thorough revision. In numerous instances the interpretations of the old edition have been modified, and still oftener, where they have been retained, they have been recast and put in a form much better adapted to the wants of the pupil. An introduction of fifty pages, prepared by Mr. White, gives a brief account of Persia and the Persians, and of Cyrus, the younger, and discusses at greater length the military arrangements of the Greeks.

One of the most important features of the present edition is the illustrated dictionary to the entire *Anabasis*, the work of

Dr. White and Dr. Morgan. This is a model of what a special dictionary for a school text should be, and far surpasses in every respect the well-known and highly-esteemed dictionary of Vollbrecht. The fact that the dictionary and the introduction furnish so much information on subjects connected with history and antiquities has enabled the editors to relieve the notes of much that might otherwise have been appropriately included in them.

Typographically the work is a great improvement on the old edition. The text is printed in large clear type, well leaded, and the appearance of the commentary, too, is much more agreeable to the eye than in the old edition. It would be difficult to point out a single important feature in a school edition of the *Anabasis* which is lacking in the present work. A few misprints disfigure the text, but they are easily detected, and will doubtless soon be removed from the plates.

Not unworthy of note here is the opinion of the editors that the first four books are as much of the *Anabasis* as it is desirable that pupils should read before entering college, and not more than they need to prepare them for the reading of more difficult prose. But they add: "No other work is, on the whole, so well adapted to the needs of beginners in Greek, as the *Anabasis*; but, if the standard of scholarship in our classical schools is ever to approach that of similar institutions in other countries, they must extend their teaching of Attic prose to other authors than Xenophon."

F. H. Howard

Colgate Academy

A First Book in Old English: Grammar, Reader, Notes, and Vocabulary. BY ALBERT S. COOK. Boston, Ginn and Company, 1894.

The multiplication of Anglo-Saxon text-books is a favorable sign of the increased interest in this study in our colleges and universities, and we may confidently look forward to the time when no course in English will be considered complete without at least an elemental knowledge of the older language. Teachers have heretofore felt the need of text-books, which while giving a systematic presentation of the subject, were brief enough to be completed in a single term. For a long time Mr. Sweet's primer and reader were the only available books, but these works were prepared by a scholar unfamiliar with the

needs of the class room, and they lacked, moreover, the philological treatment which has been taught us by the German grammarians. The admirable grammar of Prof. Sievers, which has received an English dress at the hands of Prof. Cook, will for many years be indispensable for the study of phonology and inflection, but this work is too exhaustive for the beginner who wishes to learn the essential facts of the language.

The book before us will be of great service to this class of students, for it presents in one volume grammar, text, and vocabulary, and it is prepared by a scholar whose long experience as a teacher has familiarized him with the beginner's needs.

The phonology and inflection is but an abridgement of Sievers's grammar, and is fully adequate for the texts that accompany it. It is to be regretted, however, that the author in his treatment of the noun has abandoned Sievers's classification and adopted the less scientific classification of Sweet. In the phonology the author found it necessary to go for his illustrations to the cognate languages, and a few Gothic paradigms, occupying scarcely a page of the work, would have made clear the classification according to stems. It is always a questionable gain that sacrifices to simplicity a knowledge of principles.

The chapter on inflection is followed by one on Formation of Words (Professor Cook is a purist) and another on Syntax, both of which show much indebtedness to Sweet's reader, though no acknowledgment is made. A chapter on prosody, which is taken with few changes from the author's introduction to "Judith," completes this portion of the volume.

The phonography demands a moment's comment. On page seven $ea = \text{æ} + uh$ (a typographical error for ah), but $ea^* = \text{e} + ah$. This last statement is not strictly correct. The derivation of ea^* Got. *au* proves that the first element of the diphthong was not the close e shown in eo^* Got. *iu*, but a more open sound, and it should be represented by æ . On page 8 the palatal k is said to be pronounced "like English ch in child." Scholars differ on this point, and the opinion that palatal k was a stop-sound has still are respectable following.

The selections in the reader are with few exceptions new to chrestomathies. Aelfric is represented by four selections, including a portion of the colloquium, the only example of vernacular Anglo-Saxon we have, the translator of Bede (it seems that he is not Alfred) by two, Alfred by two, Wulfstan by four.

* æ long.

The late Anglo-Saxon version of Apollonius of Tyre has been drawn upon, perhaps more than it deserves, but the ease with which it may be translated doubtless recommended it to the editor. The poetry is represented by brief selections from Beowulf and Judith and some six hundred lines from the Andreas. The choice of selections is nearly always a matter of individual taste, and the editor can easily silence the critic with the Latin dictum *de gustibus*, but we must, nevertheless, protest that the pieces here given are not typical, for they represent only the religious poetry, and of that the least spontaneous. Even the selections from Beowulf (ll. 89-100) is a clerical interpolation, and one of the least characteristic passages in the poem.

The notes on the text are properly at the bottom of the page and are helpful and suggestive throughout. Indeed, he would be a dull student who could not by their aid make fair progress in the study, even without a teacher. The device employed for indicating parallel expressions (kennings) in the poetry (v. p. 202) is ingenious, but its utility is doubtful.

The work contains four appendixes. The first contains a brief bibliography; the second, correspondences of Old English and Modern German vowels; the third, a portion of the Greek text to illustrate the Andreas, and the fourth, specimens of the dialects. The last is highly interesting and valuable, for the variations from West Saxon are carefully indicated and the selections are well made.

The passage from the Lindisfarne gloss should have been printed with the Latin version interlinear, as Skeat has done in his edition of the Gospels.

The vocabulary covers the selections in the reader and Appendix iv, but would be improved by page and line references to the text.

The work is on the whole well done, and for a short course in Anglo-Saxon might be employed with advantage.

Constance Pessels

Austin, Texas

Elementary Algebra. (Complete Edition.) By C. SMITH; revised and adapted to American Schools by IRVING STRINGHAM, Ph. D., Professor of Mathematics in California University. Macmillan & Co., London and New York. pp. 584.

The first twenty-six chapters of the complete edition of

Smith's Elementary Algebra are identical with the corresponding chapters in the briefer edition, noticed in the April number of the SCHOOL REVIEW. In addition to these chapters, the complete edition contains a treatment of Inequalities, Limits, Exponentiation, Logarithms, Indeterminate Coefficients, Series, Permutations and Combinations, the Binomial Theorem for any Index, Continued Fractions, Determinants, Scales of Notation, etc. This edition is prepared especially for those schools that fit students for entrance to the more advanced colleges and universities of the United States.

Colgate University

S. L. Howe

Major James Rennell and the Rise of Modern English Geography. By CLEMENTS R. MARKHAM. (The Century Science Series.) 232 pages. \$1.25. New York: Macmillan & Co., 1895.

It is gratifying, even at so late a date, to find the value of the work of Major Rennell discussed in its true relation to the progress of geographical science, and especially that this should be done by the president of the Royal Geographical Society, which was made possible by reason of Rennell's life labors. Moreover the author of the book is in full sympathy both with the man and his life work.

As is suggested by the title, this little book makes Major Rennell the central theme; but it is more than a mere biography, and is really a masterful, though brief, statement of the development of the science of geography; and it points out very forcibly the dependence of this development upon the life labors of Rennell, who is very properly called "the first great English geographer."

The story of Rennell's life is simply and clearly told, and everywhere one sees the vein of common sympathy which gives to the biography a peculiar charm. We are told of his boyhood and early struggle in England, on the high seas and in the far east; and we are shown how the germs of the future great geographer were constantly revealing themselves even in childhood. His life in India, his energetic work there, and his reward in the way of rapid promotion, are all described; and we are furnished a glimpse of the way in which he prepared the first approximately accurate map of India. The geographer then retires from active field work to devote the remainder of his long life mainly to literary work; and we are given a glimpse of his mode of working amid a circle of distinguished scien-

tists, among whom Rennell was one of the leaders. Not merely this; but there is constantly reference to the relation of this work to the later development of the science. Constantly, also, we are shown in what ways Rennell depended upon predecessors and contemporaries for materials and principles. Aside from these *frequent* references, one of the chapters is devoted to a brief statement of the geographical work before his time; and in another, the influence of Rennell upon the various branches of geography is distinctly stated. The story is, therefore, not a mere narrative of a man's life, but a combination of this with a discussion of its important influence upon later development, its relation to contemporary progress, and its dependence upon the work of predecessors.

Most Americans, I fear, know little about the life and work of this pioneer; but this is not surprising, for at the present day, sixty-five years after his death, his life is for the first time described in an accessible biography. This book should serve the purpose of acquainting American students of geography with the importance and influence of Rennell's life work; and it will also serve to furnish a glimpse of the foundation upon which the geography of English speaking countries rests, as well as some of the important steps in its development. If for no other purpose, the book should be read in order to gain a glimpse of the methods employed by a critical and philosophical thinker in matters of original scientific research. This side of Rennell's mind was well developed, and his biographer has found frequent occasion to point out the fact by illustration. Especially is this shown in his study of the geography of Herodotus, the work which is probably his masterpiece.

If adverse criticism were to be made, it would chiefly centre on the brevity of the book; for we greatly need a more complete discussion of the progress of English geography, and no one is better able to perform this arduous task than the writer of this book. Possibly this little book may be the forerunner of such a treatise.

Sometimes it seems as if the sympathy which the biographer feels for Major Rennell has led him into the error of overestimation; and one feels that the biography is not quite so critical as it should be. Another adverse criticism should be made upon the habit noticed in some of the earlier chapters, of introducing the names of people and their family relation, when these have hardly the remotest connection with the theme which is being presented. It is probably done for the purpose

of making the book accurate and complete in every detail (and this is a feature of the book); but it would certainly have been better to have omitted these, for they weaken the book by distracting the attention. In every other way than these the book merits hearty praise; and Major Rennell is certainly fortunate in his biographer.

Ralph S. Tarr

Cornell University

NOTES

Messrs. Henry Holt & Co.'s fall announcements of educational works include:—*In Science*: The General Principles of Zoology, by Dr. Richard Hertwig. Translated by Prof. G. W. Field of Brown University. About 200 pp.; A Natural History of Plants, Vol. II, in two parts, by Prof. Anton Kerner von Marilaun. Translated by Prof. F. W. Oliver. Profusely Illustrated; Chemical Experiments (to accompany Remsen's Introduction to the Study of Chemistry), by Prof. Ira Remsen and Dr. Wyatt A. Randall, both of Johns Hopkins University. Flexible, Illustrated; A General Biology (new and much enlarged edition), by Professors W. T. Sedgwick of Mass. Institute of Technology, and E. B. Wilson of Columbia, Ill.; A Geological Biology, by Prof. H. S. Williams, of Yale. About 300 pp. *In English Readings*: Selections from Matthew Arnold's Prose (Gates); Selections from Burke (Perry); Dryden's Aurung Zebe (Bright) Goldsmith's Present State of Polite Learning (Hart); Tennyson's Princess (Sherman). *In French*: A French Grammar, by Professors Bevier and Logie of Rutgers; Chrestomathie Phonétique, by Professors Rambeau of Johns Hopkins and Passy of Paris, and Töpfer's Le Bibliotheque de mon Oncle. *In German*: A Practical German Grammar, by Prof. Calvin Thomas of the University of Michigan; A German Reader, Edited by Prof. Charles Harris of Adelbert; The Ideals of German Literature, by Prof. Kuno Francke of Harvard; A Reader in Scientific German, Edited by Professors Brandt of Hamilton, and Day of Swarthmore. About 300 pp., 16 mo.; German Historical Prose, Edited by Prof. Schoenfeld of the Columbian University. About 200 pp., 12 mo.; Eckstein's Preisgekrönt (Wilson); Gerstäcker's Irrfahrten (Whitney); Goethe's Dichtung und Wahrheit. (Selections—von Jageman); Heyse's L'Arrabiata with vocabulary (Frost); Lessing's Nathan der Weise, new edition from new plates (Brandt); Scheffel's Ekkehard (Carruth), Illustrated; Zschokke's Neujahrsnacht Der Zerbrochene Krug (Faust).

A complete Geography by Alexander Everett Frye, recently published by Messrs. Ginn & Company, is characterized by many excellencies that make it a noteworthy addition to the list of common school books. The paper is of good quality, the binding durable, and the typography pleasing and restful to the eye. Inserted here and there in the text there are study maps from which all superfluity of detail has been eliminated, while at the end of the book there are twenty-four pages of reference maps drawn with great fulness of detail and on a larger scale than is usual in such textbooks. Great pains seem to have been taken to secure accuracy and faithfulness in the maps and in the numerous cuts which truly illustrate an excellent text.

Messrs. Ginn & Co. will shortly publish *French Prose: Places and Peoples*. Edited by Professor Jules Luquiens of Yale University. *Word Formation in the Roman Sermo Plebeius*: An historical study of the development of vocabulary in Vulgar and Late Latin, with special reference to the Romance Languages. By Frederick Taber Cooper, A. B. (Harvard), A. M., LL. B., Ph.D. (Columbia,) formerly Assistant in Latin at Columbia College. *Problems in Differential Calculus*. Supplementary to a Treatise on Differential Calculus. By W. E. Byerly, Ph.D., Professor of Mathematics in Harvard University.

The success of the *Livre de Lecture et de Conversation*, published a year ago by D. C. Heath & Co., of Boston, in their "Heath's Modern Language Series," has induced them and the author to furnish *Lectures Courantes*, a similar, but more advanced book. They have also in press for immediate issue *Märchen und Erzählungen*, by H. H. Guerber, of Nyack, N. Y. This is a German reader for pupils as young as ten years, and is well adapted for use when German alone is the language of the class-room.

A series of articles on the Public Schools of the United States will be contributed to *Harper's Weekly* by F. M. Hewes. They are to be statistical and comparative, giving the data in regard to attendance, pupils, teachers, salaries, curricula, expenditures, city schools and high schools. They will deal with the entire subject of public-school education in the United States, and the facts in regard to the various sections will be carefully collated and compared with each other, and studied in their relation to the general status of public education in this country. They will be graphically illustrated and elucidated by means of ingenious and accurate diagrams, charts and figures. There are seven papers in all, which will begin in September and continue through the autumn.

Soon to appear from the press of Messrs. Harpers & Brothers are *The Principles of Rhetoric* (new revised and enlarged edition), by Adams Sherman Hill, Boylston Professor of Rhetoric and Oratory in Harvard University, and *Ben-Hur, Eine Geschichte aus der Zeit des Herrn Jesu*. Von Lew Wallace. In's Deutsche übertragen von H. W. S.

Of interest to admirers of Robert Louis Stevenson is the publication of a collection of very original "Fables" in the September number of McClure's Magazine.

The next two numbers of *The Bookman*, Dodd, Mead & Company, Publishers, (which magazine is to appear in future on the 25th of the month) will contain in two instalments an article by Vernon Lee *On Literary Construction*. Mr. Mabie will also continue his papers on *Books and Culture*.

Messrs. Charles Scribner's Sons. *The History of Rome*, by Dr. Theodor Mommsen. Translated, with the sanction of the author, by William P. Dickson, D. D., LL. D. New edition from new plates. Revised throughout and embodying recent additions. With map. 5 vols. Crown 8vo, \$10, and an *Introduction to Shakespeare*, by Edward Dowden. 16mo. 75 cents net.

Messrs. E. L. Kellogg & Co. announce for early publication the following important books for teachers. *Map Modeling in Geography and History*, by Dr. Albert E. Maltby of the Slippery Rock (Pa.) State Normal School. Price \$1.25. *100 Lessons in Nature Study*, by Frank O. Payne. Price \$1.00. *The Declaration of Independence*, a fac-simile of the original document. In two forms. First, handsomely printed on heavy paper 22x28 in., suitable for framing. 25c. postpaid. Second, full size of the original, in chart form, to hang on wall without frame, with handsome border and roller, price 75 cents, postpaid.

Current History (Buffalo: Garretson, Cox & Co.) for the second quarter of 1895, is at hand. The 264 pages of this magazine are filled with succinct yet full reports of the important events of current history which make it invaluable to teachers as well as to workers in various fields.

The second of Dr. John Fiske's historical papers in the *Atlantic Monthly* for September, has for its subject John Smith, of Virginia. In this paper Dr. Fiske upholds the credibility of the account of Smith's rescue by Pocahontas.

The Sunday School Times is publishing a series of articles giving a general view of Greek manuscripts from the earliest times, by Professor J. P. Mahaffy, of Trinity College, Dublin, Ireland. The article appearing in the issue of August 10, continues an account of Greek manuscripts before the time of Christ.

As is its annual custom, the *Annals of the American Academy* for September, contains a list of the students in American colleges who have obtained during the past year the degree of Ph. D. for work in political and social science, economics or history, together with a list of the appointments for the coming year to fellowships and postgraduate scholarships in the above subjects. Forty-one students received the degree of Ph. D., from fourteen universities. Johns Hopkins conferred this degree on twelve students; Columbia, Cornell, and Yale each on four students; Universities of Chicago, Pennsylvania, and Wisconsin each on three students; University of Worcester on two students, and the Universities of Brown, Harvard, Lombard, Michigan, Washington and Lee, and Western Reserve on one student each. At nine Universities, fifty-nine students have been appointed to fellowships and post-graduate scholarships for the coming year in political and social science, economics or history. The University of Chicago has appointed twenty-two students; Columbia, Harvard, Johns Hopkins, and University of Wisconsin, each seven; Cornell, five; University of Indiana, two; and Bryn Mawr and University of Mississippi, each one student.

The following amendment to the constitution of the National Education Association, was passed July 19, 1895:

ARTICLE III—MEMBERSHIP.

SECTION I. There shall be three classes of members, namely, Active, Associate and Corresponding.

SECTION 2. Teachers and all who are actively associated with the management of educational institutions, including libraries and periodicals, may become active members. All others who pay an annual membership fee of \$2 may become associate members. Eminent educators not residing in America may be elected by the directory to be corresponding members. The number of corresponding members shall at no time exceed fifty.

SECTION 3. All persons who have been members of the Association for any two years previous to, or including, 1895, may be admitted to active membership without payment of the enrollment fee. Any person, eligible, may become an active member upon application endorsed by two active members, and the payment of an enrolment fee of \$2, and the annual dues for the current year.

All active members must pay annual dues of \$2, and will be entitled to the volume of proceedings without "coupon" or other conditions. If the annual dues are not paid within the fiscal year, membership will lapse, and may be restored only on payment of the enrolment fee of \$2.

Associate members may receive the volume of proceedings in accordance with the usual "coupon" conditions as printed on the membership ticket.

Corresponding members will be entitled to the volume of proceedings without the payment of fees or other conditions.

SECTION 4. The names of active and corresponding members only will be printed in the volume of proceedings with their respective educational titles, offices and addresses, to be revised annually by the secretary of the association.

All who desire to become active members of the N. E. A. under the recent amendments, are requested to communicate *at once* with Secretary Irwin Shepard, Winona, Minn.

It is proposed that the names of active members be published by states in the order of their earliest (continuous) membership. Years of omitted membership may be supplied by paying the annual dues of \$2 for each omitted year. Former members, who are relieved from paying the enrolment fee by the provisions of Sec. 3, of Art. III, and who are not members for 1895, will be expected to remit to Secretary Shepard the annual dues for the current year. New members should remit enrolment fee and annual dues for 1895 with application.

The following data is desired for publication in the case of each applicant for active membership:

Name in full; titles of degree (if any), with source of each; present educational office, with date of appointment; post-office address, including street and number whenever necessary.

It is expected that the active membership list (annually revised) will constitute a valuable register of the leading educators of the United States.

Secretary Dewey, of the Regents' office, announces that Mr. Asa O. Gallup, who has so efficiently discharged the duties of chief clerk for the past four years, will hereafter represent the University in New York city, and will be fully informed on all matters pertaining to the office as are the officers resident in Albany. He will have all publications, blanks, and necessary records for the accommodation of law, medical, dental, and veterinary students, and for all the professional, academic, and higher examinations conducted by the University. The New York office at 10 East 42d street will be open after September 10, 1895, during the school week from 9 A. M. to 4 P. M. and 7 to 9 P. M. Business hours will be from 9 A. M. to 12 M.

Leaflet No. 14 of the Harvard Teachers' Association, by Professor Edwin H. Hall, sets forth a course of laboratory work in physics given for two years in succession to teachers conducting, or preparing to conduct, a similar course in the grammar-schools of Cambridge. An extract from Principal Cutter's account of the management of physic classes in the Peabody Grammar School of Cambridge, gives some of the practical details of the programme work by which a class of sixty pupils was engaged in laboratory work in divisions of not more than sixteen pupils.

Deutsche Zeitschrift für Ausländisches Unterrichtswesen is the title of a new educational journal to appear this autumn under the editorship of Dr. J. Wychgram, of Leipzig. The journal proposes to provide regular and detailed reports upon the educational affairs of foreign lands, and to include within its province not only that which is of direct practical value to German schoolmen, but that which is of general interest to the educational world. All classes of educational institutions, universities, secondary and primary schools as well as professional schools are to receive equal attention. Physical training too is not to be neglected. While no limits are imposed, it is expected that the chief countries represented will be the Austrian Empire, Switzerland, France, Italy, England, Holland, Belgium, the Scandinavian peninsula, and the United States. For the present the journal will appear quarterly, each issue averaging 80 pages, and the annual subscription will be 10 marks. The publisher is R. Voigtländer, Leipzig.

The success of their volume of *Masterpieces of American Authors* has encouraged Messrs. Houghton, Mifflin & Company, to bring out a companion volume, *Masterpieces of British Literature*. Possibly few readers and teachers of literature will fail to miss some favorite, but it may well be doubted if anyone would wish to remove any of the selections that have been inserted in this handsome volume of 480 pages. The brief biographical introductions are well written, the few notes that occur occasionally at the foot of the page are not obtrusive, and the portraits of authors add much to the attractiveness of the book. One can readily believe that many a young boy will imbibe from this book his first love for good reading.

A pair of relief practice maps of North America and the United States, made in embossed paper by Dr. L. R. Klemm have lately been published by W. B. Harison, New York. These will certainly be found welcome aids in school teaching, as they give a representation of the land in relief at a slight cost, so that they may be used in a variety of practical exercises, such as drawing boundaries, locating cities, describing climatic features, productions, etc.

In certain respects, however, these reliefs, like most others of small scale, are open to criticism. In the first place, there does not seem to have been good judgment used in the selection of the features to be represented. Absolute altitude and absolute relief are not safe guides in such selection. Significance of features is almost as important as altitude. For example, the bluffs

by which the lower Mississippi flood plain is enclosed are of moderate elevation; yet inasmuch as they serve to separate the upland and the river plain, they deserve indication. In the same way, the rugged highlands of northern New Jersey, although of moderate height, are yet so strongly contrasted with the plains of the southern part of the state, that it is certainly a mistake to represent the whole state uniformly smooth.

In the second place, the manner of generalizing the forms that are represented is not satisfactory, inasmuch as it does not indicate a sufficient acquaintance with the actual facts of form or with the principles of physical geography that the facts illustrate. It is always legitimate, when making a map or model on a small scale, to generalize by omission of the smaller or less significant features, and thus gain space for a relative exaggeration and emphasis of the more important and characteristic features. If this plan had been followed, it would have been possible to give some kind of recognizable expression to the Appalachian ridges and plateau of Pennsylvania and Virginia, instead of representing them as a meaningless mound. The Catskills might have their northern and eastern escarpments indicated in reasonable contrast to their south-westward slopes, instead of being shown as a symmetrical dome. More expression might have been given to the curves of Cape Cod, to the capes of the Carolina coast, and to the long bars of Texas. Indeed, in looking at these various features, it seems as if the model of the United States had been made by copying an ordinary small scale school-map, rather than by careful reduction of large-scale original sources.

Finally, the skill of the modeller does not seem to have been sufficient for the production of an altogether satisfactory result. The indented line along the sea margin is certainly an undesirable feature; the edge of the land might be sharply enough marked without it. The ascent of land from the sea is too uniform. The river trenches are too much of one pattern, in depth, breadth and curvature. It is disappointing to see the unessential raised lettering of the title, stating the date of patent and of copyright, much more delicately done than any of the relief. When it is remembered that error or accuracy of the original is repeated through all the copies that are afterwards struck off, it will be admitted that initial accuracy is essential. In future editions, the die on which the paper is embossed should be more carefully prepared.

W. M. Davis

CURRENT EDUCATIONAL LITERATURE

The Forum, August.

Chautauqua: Its aims and influence, Professor Abert S. Cook; Do our Teachers Teach? Dr. J. M. Rice.

The Forum, September, 1895.

Unsanitary Schools and Public Indifference, Dr. Douglas H. Stewart; Methods and Difficulties of Child-Study, Mrs. Annie Howes Barus; The Civil Service as a Career, H. T. Newcomb.

Harper's Weekly, September 4, 1895.

Vacation Schools in New York. By Barnet Phillips. Illustrated.

The Citizen, September.

Some Considerations on Our System of Education. By Dr. Edmund J. James.

The Popular Science Monthly, September, 1895.

Studies of Childhood. X. Material of Morality. By James Sully, M. A., LL. D.

The Independent, August 1st.

Mission of University extension, Prof. Joseph F. Johnson, University of Pennsylvania; Dissertation on Boys, Richard Burton; Women and Religion in the Boston Schools, S. A. Wetmore; the New York State System, E. P. Powell; Educational Whigs and Tories, A. E. Winship; Shall Teachers Teach? Julia H. Caverno; The Revenues of Oxford, Prof. B. A. Hinsdale, of the University of Michigan; The College Student's Responsibility, E. P. Thwing, D. D., President of Western Reserve University; The Future of the College, M. W. Stryker, D. D., President of Hamilton College; Studying in Berlin, the Rev. W. Scott Watson; Observations on Current Education, Wm. T. Harris, United States Commissioner of Education; What Knowledge is of the Most Worth, Prof. Nicholas Murray Butler; Planning a Child's Education, William Hayes Ward, D. D., LL. D.

Report of the "Committee of Ten" on Mathematics. From an Address delivered before the Michigan State Teachers' Association by PROF. DAVID E. SMITH, Ypsilanti, of the Michigan State Normal School.

The report is noble in spirit, whatever may be its defects in detail. And this nobility consists largely of two features:

(1) The report is one pre-eminently for the *people* and the *schools of the people*,—for the great body of 14,000,000 children who are this year studying in our common schools; and, (2) the report is thoroughly and progressively and patriotically, but by no means blindly, *American*.

First, the report is for the *people* and the *schools of the people*. It is not alone for the 74 thousandths of one per cent. of our population who are in college, it is not alone for the boy whose parents make it unnecessary for him

to earn his money, but it is essentially a report that helps the status of the future wage-earner.

Mathematics is a two-fold science, from divers points of view. In particular, in this:

(1) There is the higher mathematics, that which employs the attention of *mathematicians*, which changes continually by accretions almost invisible, toying with the infinities about us and whispering in our ear that the purely imaginary is intensely real. This branch takes care of itself, nourished by some of the brightest springs of human wisdom in every generation,—sapping, indeed, the vitality from its feebler but far more important companion.

(2) Then there is the mathematics of the schools, which rarely attracts mathematicians, sad to say, and hence which often remains—often remains for long periods—substantially stagnant, until the educational stomach revolts at the antiquity of the diet.

The report opens by casting the gauntlet at the feet of the defenders of our conglomerated inheritance of time, the British-American Arithmetic. "The Conference was, from the beginning of its deliberations, unanimously of opinion that a radical change in the teaching of arithmetic was necessary." And when, ten days ago, I compiled some statistics from the reports of several hundred students, half of whom had taught mathematics, and found that only 15% liked arithmetic as well as they did the other branches of mathematics,—arithmetic, which appeals to the life of every man, woman, and even child in our land,—I said, can this part of the report be questioned by anyone?

To improve the teaching of arithmetic, a subject that strikes every common school and almost every household in our land, they suggest, first an abridgment of the subject by curtailing or entirely omitting such topics as "compound proportion, cube root, *abstract* mensuration, obsolete denominate quantities, and the greater part of commercial arithmetic. Percentage should be rigidly reduced to the needs of actual life. In such subjects as profit and loss, bank discount and simple and compound interest, examples not easily made intelligible to the pupil should be omitted. Such complications as result from fractional periods of time in compound interest are useless and undesirable." So much by way of omission is given in the general Conference report, without considering the special report on arithmetic.

To the teacher of mathematics who has never considered how this strange child of *maier mathematica*, this arithmetic of ours, grew up; who has never looked over its long and interesting history, nor followed the rough and rugged road by which it has attained its present station,—the greatest lesson of his teaching is yet unfolded. How the Temples of the Nile had begun to contribute their problems two thousand years before Greece awoke or Romulus had turned a sod to mark the walls of the Italian capital; how the Golden Age of Pericles left its mark upon it; how the Alexandrian school, which held scholastic sway between the Greek and Roman ascendancy, contributed to it; how the cloister schools and the reckoning schools in the mathematical night between the evening of Archimedes and the morn-

ing of the Renaissance, added their little tribute; how the Arabs brought the Indian learning and the culture of Bagdad westward; and finally how, when at last the Hindoo numerals supplanted the Romans, and commerce and the Greek spirit awoke in Italy in 1500, the mathematical problems and puzzles and methods of the ages were dumped, almost *en masse* into the earliest printed arithmetics,—all this is a theme as valuable as it is fascinating. At that time, when the printing press was vivifying learning and giving it wings, the arithmetic contained all the mathematical learning that a boy was likely to get, and was studied by him in the years of his young manhood when preparing for a commercial life. Subjects like duodecimals, inherited from the Romans, valuable because decimal fractions were unknown; complicated partnerships, a necessity in the days when the "soulless corporation" was bodiless as well; the long form of greatest common divisor, invaluable then for reducing their barbarous fractions to manageable form, but practically useless in days of decimal fractions; general average, useful when commerce meant dangerous ventures in wooden vessels, but superlatively useless to the common-school child of to-day;—the status of these subjects, and of alligation, compound proportion, and many others, can only be understood when history focuses her light upon them. It is such subjects as these that this Conference would see entirely blotted out from our arithmetics,—and can we deny the wisdom of the suggestion?

Moreover, other subjects they bar out or limit, even though the pupil may meet them in after life. Such are those that do not strike the child's powers at the right time, and hence, while utilitarian at *some* time, are not educational at *that* time. Such subjects are cube root and many of the problems heretofore set in commercial arithmetic. Pestalozzi did a great thing for education when he cast aside the notion that arithmetic could be taught only to children who had been some time in school, and adopted the policy, since so generally followed, of beginning number work the first day of their school life. He thus moved arithmetic lower down in the grades; but in doing so, he could never have dreamed that what had once been taught to young *men* preparing for commercial life, should by his blind successors (not his *followers*), be placed correspondingly lower in the grades and taught to children of both sexes, two or three years before they could understand it.

The Conference further recommends that the method of teaching should be throughout objective. While I believe that such an assertion is far more sweeping than was intended, and that, as it stands, it contains the fatal error that makes the Grube Method (beyond the first year) a failure, the spirit of the assertion is valuable.

The Conference further recommends that the child be drilled upon "quick and accurate reckoning." May we not say *amen* to that? It is often said of the training in arithmetic of our grandfathers, that it was better than is that of their great-grandsons. It is largely the old, old story of distance lending enchantment. One need but to study the education of the first-born decades of the century whose sands are so nearly run, to see how untrue it must be. And yet, while they did not know arithmetic as an all-

around subject as our children do, while the great mass of children to-day are far better taught than the great mass of children were then, while their view was very limited, and while the knowledge of our boys and girls is extensive, yet, within their narrower sphere, our forefathers were intensive in one thing that we are sometimes apt to forget,—the ability to “cipher.”

But little time remains for speaking of that portion of the report which deals with algebra and geometry, especially as relates to their introduction in the lower grades. Of the “enriching” of the course in this respect, no one who studies the subject can doubt the wisdom. On the other hand, of the fact that a great danger lies here if teachers act rashly, one must needs be equally assured.

Algebra in the grammar school, if rightly considered, seems to me the only salvation for the grammar school arithmetic. For one thing that the grammar school most desires, is more light in arithmetic. The introduction of algebra so far, and one might almost say *only* so far, as refers to simple equations with one variable, is a shedding of light. On the other hand, the throwing out of any whole term of arithmetic, and the replacing of arithmetic by pure algebra, would be an evil as great as that confronting us now. Again, let me quote from some recent statistics which I have made, and say that 90% of all of some 4,000 students whose taste perceptibly changed by the study of algebra, affirm that it changed toward the liking of mathematics. Nor is the subject of simple equations the bugbear to arithmetic that moody pedagogues sometimes affirm. There is no dividing line between arithmetic and algebra,—or, if there is, it is not where the etymology of the word *algebra*, or the text books quite generally put it; namely, on the *equation*. The child who, in the first grade, solves the problem, “Two times what number equals eight?” has just as truly solved a simple equation as has the high school boy with his $ax + b = c$. And when the presence of the little letter *x* throws so much light on percentage, on proportion (if it must be taught in the grammar school), and on all the problems of applied arithmetic, who shall be hard hearted enough to cut off this light? But as to real algebra, the science of continuous number, of equations above the first degree,—this has practically no place in the grammar school.

As to the presence of concrete geometry in the lower grades, we are, to use a street phrase, quite “at sea.” A thoroughly good text book on the subject does not exist, and the exact purposes in teaching it, as well as the arrangement of the subject matter, are quite unsettled. My own investigations show that 44% more students prefer algebra than geometry, of the mathematical sciences. Yet the educated man knows that geometry is just as lovable as algebra; that “algebra is only written geometry, and geometry only figurate algebra.” Why this difference in taste? There is a feeling well nigh universal, that this comparative difficulty with geometry and the trouble with the dull, dry work in mensuration as given in our arithmetics, can both be avoided by a short course in concrete geometry in our grammar grades. This work is quite likely to crystallize into some such plan as this;

a consideration of models made from tin or cardboard, illustrating the ordinary propositions on the congruence of triangles, the theory of parallels, and the mensuration of the ordinary surfaces and solids; also a training in simple geometric drawing, and a slight amount of demonstrative work. Further than this it will probably not be wise to advance.

And what of the problems of arithmetic that shall replace those deleted? The Conference makes only a general and not a novel recommendation, but one in the general line of concentration so much talked of in these days. The recommendation is that the problems be very largely, but not exclusively, drawn from the daily life of the child, very likely bearing a somewhat scientific cast. And so long as this science work does not become a "fad," so long as it does not look upon arithmetic as a mere hand-maiden, so long as it does not take our children still further from the ability to "cipher," so long as it does not seek to make of every student a biologist and to leave him wholly ignorant of the commonest business customs,—so long will it probably command the support of educators. Already, however, it threatens to go too far, and already it is well to cry, "Attention, along the line!"

A brief second commendable point and this cursory paper has played its little part:

The report is thoroughly, patriotically, but not blindly, *American*. It has not sought to adopt the programme of the German *Gymnasium*, nor to recognize certain objectionable features of its mathematical course, merely because Germany is the well-spring of the best learning of our generation. It has not tried to graft upon the American high school the course of the French *lycee*, merely because France leads the world in applied mathematics. It has not sought to turn back the tide of progress by making us send our high school pupils out with no knowledge of solid geometry, simply because the English schools prefer to put more time on plane geometry alone than we do on both plane and solid. The report is made to suit the conditions of America; it tresspasses not one iota upon the ancient privileges of, and the time demanded for, other subjects; it says to other departments, "Mathematics shall not trespass in your fields, neither must you intrude upon hers;" it seeks for mathematics, just as for other departments, to have a little work in every school year, so that the mathematical machinery of the mind may be kept lubricated; and if any department objects to it on that account, "let him that is without sin first cast a stone."

FOREIGN NOTES

GEOGRAPHY IN THE WELSH UNIVERSITIES

The Educational Times, (London,) Sept. 1895

The three Welsh colleges are doing a very good work by urging the university authorities to recognize geography as a qualifying subject for degrees. Their advocacy received a fillip, if it was not actually originated, by Mr. Clements Markham's weighty protest at the Geographical Congress against the general neglect of this science as a mode of higher education.

"The authorities of the Universities of Great Britain," Mr. Markham said, "are not even aware that geography is a distinct branch of human knowledge, a science in itself. Practically they deny that it is an independent subject of study, and merely treat it, when it receives any attention at all from them, as subsidiary to history, or some other recognized subject." This is one of the things which they manage better abroad, and especially in Germany. Yet who should lay special stress on geographical study if Englishmen do not? Our second and third grade schools have not much to reproach themselves with so far as elementary instruction in geography is concerned. We can not say the same for classical schools and colleges, where an atlas of the *orbis antiquus* is held to satisfy every need.

THE SALARIES OF ELEMENTARY TEACHERS.

The Educational Times, (London,) September, 1895.

What sort of a living do our elementary teachers earn? The average salary of a certificated master, which in 1870 was £94 2s. 1d., is now £122 7s. 4d.; that of a schoolmistress was £57 11s., 1d. in 1870, and is now £80, 3s., 4d. In addition to their other emoluments, 5,997 out of 19,582 masters and 4,731 out of 29,085 mistresses are provided with residences free of rent: these averages are calculated upon the whole of the certified teachers, whether principal or additional. With regard to the principal teachers in the metropolitan district in the past year, the average salary of 350 masters in voluntary schools was £155 6s. 10d., and that of 406 masters in board schools £286 8s.; while 798 schoolmistresses in board schools enjoyed an average income of £204 10s. 2d., as compared with £92 2s. 9d., that of 778 teachers in voluntary schools. The salaries of eight masters in voluntary schools, and of 190 in board schools, amounted to £300 a year and upwards, while five schoolmistresses in voluntary and 476 in board schools had salaries of £200 and upwards.

MENTALLY DEFICIENT CHILDREN

The Journal of Education, (London,) Sept. 1895

"Mentally-Deficient Children" is an admirable manual by Dr. Shuttleworth, composed primarily for the medical profession, but dealing also with the educational side of the question, and so appealing to the increasing body of teachers who are engaged in special classes for feeble minded scholars. To the Leicester School Board belongs the credit of starting such classes in England, and we learn that the London School Board has now no less than seventeen centres of special instruction, with six hundred children on the roll. We are glad to observe that in the syllabus of the College of Preceptors' Training College the observation of children under a competent physician forms part of the curriculum.

DISCIPLINE BASED ON PSYCHOLOGICAL LAWS

The Educational Times, (London,) Sept. 1895

Professor Ferri, in his authoritative work on "Criminal Sociology"—a translation of which is promised by Mr. Fisher Unwin—has an *obiter dictum*

on the (non-criminal) schoolboy which is worth quoting:—"Every school-master," he says, "with a bent for psychological observation, separates his pupils into three classes. There is the class of industrious pupils of good disposition, who work of their own accord, without calling for strict discipline; that of the ignorant and idle (degenerate and of weak nervous force) from whom neither mildness nor severity can obtain anything worth having; and that of the pupils who are neither wholly industrious nor wholly idle, and for whom a discipline based on psychological laws may be genuinely useful." Much the same thing, if we remember right, has been said by Professor Sully, whose lectures on psychology and ethics at the new Training College for Secondary Teachers may be expected to make a valuable contribution towards a school "discipline based on psychological laws."

SUPERANNUATION AT EXETER COLLEGE

The Educational Times, (London,) Sept. 1895

Exeter College, Oxford, has set an example to other colleges, which they will not all be in a hurry to follow, by a sort of self-denying ordinance for the retirement of aged dons. It is provided by a new statute, printed amongst the Parliamentary papers, that the Rectors of Exeter shall henceforth retire at the age of seventy-five, with a pension of £500 a year; and that the tutors shall make room for their younger at the age of sixty-five. In each case an extension of time may be granted by a vote of two-thirds of the Fellows. Sixty-five is an early age for some men to be withdrawn from the lecture-room; but no doubt the rules have been made elastic in order that the successful and popular tutors may be retained, while such as are neither successful nor popular may be weeded out. Many hearts must be quaking on the banks of the Isis and the Cam.

GERMAN IN THE GYMNASIA

Vossische Zeitung, No. 233

At the session of the Berlin *Gymnasiallehrergesellschaft*, May 8th, Professor Nerrlich delivered an address upon the subject of German instruction in the Gymnasia in relation to the most recent *Lehrpläne*. After a brief historical retrospect of the position which German had occupied in the organized system of instruction prior to the school conference of 1890, the speaker characterized the address with which the Emperor opened the conference as a most important point in the development of our higher schools. For it demanded, he proceeded to say, in contrast to the mediæval and cloisteral type of education, which had hitherto prevailed, above all, a national basis; it required that German should become the foundation of instruction, and that German composition should become the centre about which everything else should revolve. Unfortunately, however, the plans and the programmes which appeared in 1891 as the result of this conference, can not be regarded as a realization of the demands proposed by the Emperor, and we must look upon them rather merely as marking a period of transition, so that a real, and not merely an apparent, reorganization of Ger-

man instruction is greatly to be desired. The speaker proceeded to demand in the first place that henceforth in all classes the two ancient languages and mathematics should not as hitherto be regarded as the principal subjects, but that German should be added to the group. According to this the advancement and the admission of pupils should depend upon their maturity in German, and this maturity must necessarily, just as in the case of the ancient languages and mathematics, and as well on the occasion of the departure of the student to the university, as on the occasion of his advancement and admission, be established not merely by a written, but also by an oral examination. Systematic, coherent instruction in the history of literature, then, is to be imparted, commencing with the same class with which instruction in political history begins, that is, with *Quinta*; to assist this instruction the pupil is to be provided with an outline. With reference to the reading it ought to commence in *Unterssekunda* with dramatic pieces, and the reading of the upper classes should be more extensive: on the one hand, the Gudrunlied and Walther von der Vogelweide are to be undertaken. On the other hand, neither Schiller's early dramas nor Goethe's Faust should be excluded. Also greater stress is to be laid upon instruction in Middle High-German, and just as in the case of the ancient languages, this is to be imparted in a greater degree than heretofore with the coöperation of the school. The propædæutics of philosophy, which heretofore, as a subject of the German instruction, had belonged in *prima*, had already been excluded during the last decades, and this also is done in the new programmes; though they do allow directors, in case suitable teachers can be found, to permit the teaching of the propædæutics of philosophy on the basis of the Platonic dialogues. The speaker pointed out the inadequateness of this arrangement, and attempted to show that this subject in particular needed as a foundation the mother tongue; he would have it made obligatory, and he indicated as its task formal logic and the history of philosophy; and this to be concluded, as Hiecke has already desired, by a conspectus of the school sciences or instruction concerning the content and purpose of school lessons. After the speaker finally had pointed to the necessity of formulating a general standard not only for orthography, but also for punctuation, and, above all, of striving to make this acceptable outside the province of the schools, he indicated that the carrying out of his suggestions would require an increase in the number of the recitation hours to be devoted to German; for the two upper classes six a week would be necessary.

In the discussion that followed the address, Dr. Zelle among others remarked, that an increase in the number of hours in the case of the upper classes alone would not be sufficient, but that such an increase was necessary more particularly in the lower classes. Also he proposed instruction in Gothic instead of Middle High-German. Professor Meyer regarded an increase in the number of hours impracticable, at least at the expense of French, in reply to which Direktor Kern observed that to him it did not seem impossible that in the future even one of the classic tongues might be sacrificed. Geheimrat Foss proposed in regard to the themes at final examina-

tions that the outline of the subjects should be indicated by the teacher, for independent efforts on the part of the pupils were not to be expected. Finally Geheimrat Pilger opposed the opinion that a failure in the German theme at the final examination could not be compensated; assuredly it could, without the necessity of an oral examination which also might fail to reach the required standard.

PUBLICATIONS RECEIVED

PEDAGOGICS

BLOW: See Eliot.

DEWEY: See McLellan.

ELIOT: International Education Series. The Mottoes and Commentaries of Friedrich Froebel's Mother Play, Mother Communings and Mottoes Rendered into English Verse by Henrietta K. Eliot. Prose Commentaries Translated and Accompanied with an Introduction Treating of the Philosophy of Froebel, by Susan E. Blow. Size 5x7½ in.; pp. xxii. 316. D. Appleton & Co.

MCLELLAN: International Education Series. The Psychology of Number and Its Applications to Methods of Teaching Arithmetic. By James A. McLellan, A. M., LL. D., Principal of the Ontario School of Pedagogy, Toronto, and John Dewey, Ph. D., Head Professor of Philosophy in the University of Chicago. Size 5¼x7¼ in.; pp. xiv. 309. D. Appleton & Co.

PARSONS: Examination Bulletin. No. 8, June, 1895. Academic Syllabus. Prepared by James Russell Parsons, Jr., Director of Examinations. Size 7x10 in.; pp. 190. Price 25 cents. Albany: University of the State of New York.

REIN: Encyklopädisches Handbuch der Pädagogik. Herausgegeben von W. Rein, Jena. Erster Band. 11 u. 12. Lieferung. Einprägen—Erzählen des Schülers. Size 7x10½ in.; pp. xii. 144. Langensalza: Verlag von Hermann Beyer & Söhne.

ROARK: Psychology in Education. Designed as a Text-Book, and for the Use of the General Reader. By Ruric N. Roark, Dean of the Department of Pedagogy, Kentucky State College, Lexington, Ky. Size 5¼x7½ in.; pp. 312. Price \$1. American Book Co.

SABIN: Hand-Book for Iowa Teachers. 1895. School Law Directly Affecting Teachers, A Brief Outline of Civil Government, and a Course of Study for Country Schools. Prepared at the Department of Public Instruction, to be Used in Normal Institutes and afterwards by Teachers in their School Work. Henry Sabin, Superintendent of Public Instruction. Size 6x9 in.; pp. 116. Des Moines: F. R. Conaway, State Printer.

TOMPKINS: The Philosophy of School Management. By Arnold Tompkins. Size 5x7½ in.; pp. xiv. 222. Price 85 cents. Ginn & Co.

UNIVERSITY of the State of New York. Regents Bulletin, No. 13, July, 1895. Associated Academic Principals. Proceedings of the Tenth Annual Conference. Held at Syracuse High School, December 27-28, 1894. Size 7x10 in.; pp. 130. Price 10 cents. Albany: University of the State of New York.

University of the State of New York. Examination Department. Regents Examination Papers for the Academic Year 1895. Size 5x8 in.; pp. 424. Price 25 cents. Albany: University of the State of New York.

EXTENSION Bulletin. No. 9, July, 1895. Summer Schools. Ed. 2, revised and enlarged. Size 7x10 in.; pp. 142. Price 15 cents. Albany: University of the State of New York.

ENGLISH LANGUAGE AND LITERATURE

FITZGERALD: Pitfalls in English. A Manual of Customary Errors in the Use of Words. By Joseph Fitzgerald. Size 5x7½ in.; pp. iv. 126. Price 25 cents. New York: J. Fitzgerald & Co.

GOLLANCZ: Shakespeare's King Richard III. With Preface, Glossary, etc., by Israel Gollancz. Size 4x5½ in.; pp. xii. 194. Price 45 cents. Macmillan & Co.

GOLLANCZ: Shakespeare's King Henry V. With Preface, Glossary, etc., by Israel Gollancz. Size 4x5½ in.; pp. x. 174. Price 45 cents. Macmillan & Co.

GOLLANCZ: Shakespeare's Tragedy of Hamlet. Size 4¼x5½ in.; pp. xvi. 216. Price 45 cents. Macmillan & Co.

GOLLANCZ: Shakespeare's King Henry VIII. With Preface, Glossary, etc., by Israel Gollancz. Size 4¼x5½ in.; pp. xv. 164. Price 45 cents. Macmillan & Co.

HERRICK: Longman's English Classics. George Eliot's Silas Marner. Edited with Notes and an Introduction by Robert Herrick, Assistant Professor of Rhetoric in the University of Chicago. Size 5x7½ in.; pp. xxxix. 223. Price 58 cents. Longmans, Green & Co.

IRVING: Washington Irving's Tales of a Traveller with an Introduction by Brander Matthews and George Rice Carpenter. Size 5x7½ in.; pp. xxxix, 408. New York: Longmans, Green & Co. 1895.

THE RIVERSIDE LITERATURE SERIES. The Rime of the Ancient Mariner and Other Poems. By Samuel Taylor Coleridge. Lochiel's Warning and Other Poems. By Thomas Campbell. With Biographical Sketches, Introductions and Notes. Size 4½x6½ in.; pp. 66. Price 15 cents. Riverside Literature Series.

The Riverside Literature Series. The Autocrat of the Breakfast-table; with Accompanying Papers. Every Man His Own Boswell. By Oliver Wendell Holmes. With Biographical Sketch. Size 4¾x7 in.; pp. xxiv, 321. Price 50 cents. Houghton, Mifflin & Co.

The Riverside Literature Series. Twice-Told Tales. By Nathaniel Hawthorne. With Introductory Note by George Parsons Lathrop. Size 5x8 in.; pp. 538. Price 60 cents. Houghton, Mifflin & Co.

MASTERPIECES OF BRITISH LITERATURE. Ruskin, Macaulay, Brown, Tennyson, Dickens, Wordsworth, Burns, Lamb, Coleridge, Byron, Cowper, Gray, Goldsmith, Addison and Steele, Milton, Bacon. With Biographical Sketches, Notes and Fortraits. Size 5x7½ in.; pp. vii, 480. Houghton, Mifflin & Co.

LATIN LANGUAGE AND LITERATURE

BENNETT: Appendix to Bennett's Latin Grammar. For Teachers and Advanced Students. By Charles E. Bennett, Professor of Latin in Cornell University. Size 5x7½ in.; pp. xiii, 232. Price 80 cents. Boston: Allyn & Bacon.

GREENOUGH: Publi Vergili Maronis. Æneis, Bucolica, Georgica. The Greater Poems of Virgil. Vol. I. Containing the First Six Books of the Æneid. Edited by J. B. Greenough and G. L. Kittredge. Size 5x7½ in.; 1 p. xiv, 307. Ginn & Co.

KITTRIDGE: See Greenough.

MACKAIL: Latin Literature. By J. W. Mackail, sometime Fellow of Balliol College, Oxford. Size 5x7½ in.; pp. ix, 289. Price \$1.25. Charles Scribner's Sons.

ROBERTS: School Classics. Edited under the Supervision of William C. Collar and John Tetlow. Selected Lives from Cornelius Nepos. Edited for the Use of Schools. With Notes and Vocabulary. Arthur W. Roberts, Ph. D., senior Classical Master of the William Penn Charter School, Philadelphia. Size 4½x6½ in.; pp. xv, 139. Price 85 cents. Ginn & Co.

FRENCH LANGUAGE AND LITERATURE

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